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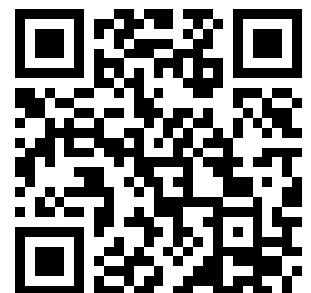
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If you have not yet received notice of Competition please apply at once for particulars.

No Essay received after February 28th next.

E. C. FAIRHOLME,
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See also pages 1-8, 23, 24, 47, and 67; [Halls of Residence] 2, 4; [Physical Training] 3, 6, 8, and 20; [Scholarships] 4, 5, and 7.

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OCCASIONAL NOTES.

NO sooner have Alcock and Brown successfully finished their demonstration that the Atlantic can be crossed in sixteen hours, than the Australian brothers Smith proceeded a step further in the annihilation of distance, and fly to Australia in one month. That they have secured the handsome solatium of £10,000 from an admiring and grateful Commonwealth is a secondary matter. Where will it all end? If a couple of men in one machine do the journey from Hounslow to Port Darwin in twenty-eight days, how quickly can it be done, say, by relays of men and machines, when much of the tremendous strain on nerve and engine will have been removed? Reckoning such relays as capable of maintaining a steady "jog-trot" of 100 miles an hour, all told, it should work out at about five days. And we may confidently predict that we shall not have long to wait for this logical conclusion either. Jules Verne's "Round the World in Eighty Days," which thrilled us in our boyhood, leaves our modern youth quite cold. The route was well planned, and the distance over water reduced to a minimum. From Hounslow the pioneers traversed Europe via Lyons, Rome, and Naples, touched Africa at Cairo, and then attacked Asia by way of Damascus, Bagdad, Basra, Karachi, Delhi, Calcutta, Rangoon, Bangkok, Singapore, and the Southern Dutch Indies, crossing that pet of the geography examiner "Wallace's Line" between Bali and Lombok. Save for the thrust south to Cairo the journey could not well have been shortened. It was accomplished in all sorts of adverse weather—snow, fog, rain, intense cold (the air-men's food, we are told, was once frozen so hard as to be inedible), and intense heat. We may hazard a guess as to

the first long distance commercial air routes to be established in the near future. Probably they will be England to Egypt, Egypt (i) to S. Africa, (ii) to India and thence to Australia. The King's cable was correct, "Your success will bring Australia nearer to the Mother-country"—literally no less than metaphorically.

THE attempt to bring about an understanding between teachers and education authorities without resort to a strike is a statesmanlike action on the part of Mr. Fisher. In the case of assistant teachers it is arguable that a scale with an irreducible minimum, to be modified eventually to suit the circumstances of the locality and the nature of the work, is the best method. But, having regard to the variable nature of the responsibilities imposed upon head teachers, it is by no means universally agreed that a scale is a fair means for them. From this point of view a mistake was made in asking the National Union of Teachers to supply the whole of the teacher side of the Standing Committee. The members of the Executive of the Union are elected by a mixed constituency in which the assistant teachers in most districts greatly outnumber the heads. Consequently none of the Executive can speak as head teachers only, since they are obliged to have regard to the wishes of this majority in their constituencies. Some seats might have been allotted to members of the Council of the National Association of Head Teachers, and of the Class Teachers' Federation, as was done when the Registration Council was formed. It is to be hoped that it is not yet too late for this grievance to be remedied. Possibly this mistake has made it easier to commit the blunder of basing the minimum initial salary of a head teacher upon his previous salary as assistant.

THE Committee is another proof of Mr. Fisher's desire to raise the status of the teacher's calling. The effect of the Minister's special grant for improving salaries was unfortunately nullified by the abnormal rise in prices. But the new salaries will keep up when prices go down, and this improvement, added to the generous superannuation scheme now in force, should bring many candidates into the profession. There is perhaps a danger that the security of a scale and a pension may mainly attract mediocrity, and that the abolition of "plums" may warn off many ambitious men. To the poorly paid teacher the report should be welcome. The effect on the position of the village teacher capable of rising to the situation should be revolutionary, and he should become a real power in rural life, as strong as the clergyman has been. This possibility makes it incumbent upon those to whom the selection of candidates is entrusted to see that only promising material is accepted. The carry-over part of the scheme, including its recognition of past service wherever rendered, is a cheering feature. It does not give absolute and immediate justice, but it goes as far and as fast as public opinion will allow. In one particular it gives less than justice. It makes no satisfactory provision for teachers over sixty, the amount of whose pension depends upon what they are allowed to receive at once, and who cannot afford to wait for three annual increments. It is to be hoped that education authorities will deal with them more kindly than the scheme suggests.

EVEN schoolmasters are being moved by the spirit of the age. Such, at least, appears to be the conclusion to be drawn from the attitude adopted by the

**Whitley Councils
for Teachers.**

Incorporated Association of Assistant Masters in Secondary Schools towards the question of Whitley Councils for Teachers. The I.A.A.M. pins its faith to the Teachers Registration Council as the interpreter of the mind of the teaching profession. This Council, it is true, was not founded to serve the ends of a Whitley Council, but those who worked for its establishment have always retained the larger hope that it might some day develop into a body which would harmonize the sectional interests of teachers and be qualified to speak for a united profession. Basing its attitude on some such hope, the I.A.A.M. urges teachers, when they meet in joint council, to speak with a united voice alike in the national field through the medium of an enlarged T.R.C. and in every local area. In the latter case, if no such focus of the separate parts of the profession is to be found already, the Association suggests that teachers should band themselves in a body representative of the various interests as expressed through separate organizations. Under such a system, the teacher, if not exactly master of his fate, would, at any rate, be in the position to influence his fate through the activities of his representatives on these joint bodies.

IF this is the aim, what is to be the effect of this policy? Primarily, teachers would seek to secure conditions of service more satisfactory to themselves.

**Their probable
Effect.**

This gained, a greater measure of efficiency would probably result; for insistence cannot be too often laid on the fact that discontented service commonly leads to inefficient service. There are two main causes for the present discontent: the denial of the means necessary for the generous life which the teacher's intellectual training has fitted him to enjoy, and the constraint often placed upon him by regulations unsympathetically administered from above. The policy urged by the I.A.A.M. would, it is thought, lead to improvement in both directions, and, by making the teacher's life fuller and more secure, tend to improve the quality of his work. Moreover, the community would gain. District and National Councils would both offer a means for bringing into prominence proposals for the improvement of our educational machinery, or for the initiation of educational experiments. Such questions would be discussed in a sympathetic atmosphere, and the decisions arrived at would carry such weight that they would not be disregarded lightly by those with whom the final decision must lie.

THE Prime Minister—whatever his faults—does not believe in half measures, and in appointing a committee to inquire into the position to be assigned to the

**The Prime
Minister's
Committee
on Classics.**

Classics in education, he has taken a step which ought to prove as effective in educational reconstruction as his call for the appointment of Marshal Foch as sole Commander-in-Chief was effective in the successful waging of the Great War. He has seen at once that little is likely to come out of all the present discussion of reconstruction in education until we get down to fundamentals. The classics have been

enshrined in a special position in our public schools for generations. So we are to have a committee to inquire into their claims to hold that position. Its terms of reference are wide: "to inquire into the position to be assigned to the classics (i.e. to the language, literature, and history of Ancient Greece and Rome) in the educational system of the United Kingdom, and to advise as to the means by which the proper study of these subjects may be maintained and improved." The last clause seems to have been worded in order to elicit some official pronouncement upon the merits of the Direct Method—a conjecture which is confirmed by the inclusion in the committee of Mr. S. O. Andrew, head master of the Whitgift Grammar School, Croydon—and classical teachers throughout the country will await such declaration with interest. That the committee will not be inimical to the classics is sufficiently clear from its constitution—it includes men like Profs. Murray, Burnet, Rhys Roberts, and other well-known friends of classical education. We shall all await its recommendations with interest.

THE final report of the Adult Education Committee, with which we deal more fully elsewhere, contains much useful information and many interesting sugges-

**Adult
Education.**

tions. If we do not entirely share the Master of Balliol's comprehensive aspirations and sanguine anticipations, it is not because we do not desire, in his words, "the extension of true education into adult life." Except in the broad sense that whatever the individual sees or learns or does is educational, we are inclined to doubt whether it is wise to assume that to provide adults with the means of acquiring information will render them educated. That, by any process of tutorial or other classes, we can hope to develop "an open habit of mind, clear-sighted and truth-loving, proof against sophisms, shibboleths, claptrap phrases, and cant," is a consummation devoutly to be wished, no doubt, but, we fear, illusory. Let us by all means popularize information and useful facts about such questions as the Empire, the relation between capital and labour, the relation between science and production, but do not let us expect too much of the enterprise.

THE problem of the education of the labour leader especially is difficult to solve. If the son of the

**Labour and
Education.**

manual worker pursues the rather narrow, well defined educational track through the secondary school and the university institution, the result will not be a manual worker; he will pursue probably any occupation or employment except that of organizing or leading labour. The new high road represented by adult classes, or even a session at a labour college, is not a satisfactory alternative to the well defined, though rather narrow, way; but at present there appears to be little choice. The workers, Mr. A. L. Smith says, demand industrial control on the ground that industrial democracy is as essential to individual freedom as political democracy. The country was warned, many years ago, to educate its masters—politics, rather than industry, being in the mind of the advocate. But we have yet to discover the educational process appropriate for a democracy exercising political and industrial "control," and obliged by economic conditions to live by manual labour.

THE Lancashire County Teachers' Association recently unanimously approved a resolution strongly deprecating the action of the Lancashire and other Education Committees in establishing and maintaining preparatory departments to secondary schools. Admitting that the intellectual standard of elementary schools is higher in the northern half of England than in the southern, and that there is more infinite capacity for taking pains in Lancashire than in the home counties, one still wonders whether the Lancashire County Teachers' Association was wise when it deprecated the establishment and maintenance of preparatory departments to secondary schools. Surely the Association is wrong when it resolves that the instruction given in the preparatory departments of secondary schools is of a standard similar to that given in the ordinary classes of a primary school. The plan of work for a child leaving school at about fourteen can not, and should not, be designed on the same lines as the plan of work prepared for a pupil due to continue his school career till the age of sixteen at least. It must differ in subjects, standard, and character. Children brought up under the two systems differ in outlook, in mentality, and in their power of grappling with a difficulty.

DURING the last few years there has been held in a suburb of London annually a competition for free-place candidates from elementary schools, covering a population of about 130,000. In the case of the boys, the applicants put forward by the elementary schools are reduced in number to about fifty by a preliminary examination. From these fifty protagonists about twenty are picked, by means of an oral examination, to hold free places in secondary schools. The state of these boys' attainments can be judged by notes made last April by an examiner. It should be stated that all the competitors lived within five miles of Charing Cross and were not children from the slums. Their ages would be twelve or slightly under. Few had heard of Rudyard Kipling, or could say what was meant by a syllable (in verse) or an adverb. Hardly any had seen, to their knowledge, Westminster Abbey, the Academy, or St. Paul's. Next to no one could multiply 0.1×0.1 , or $\frac{1}{2} \times \frac{3}{4} \times \frac{2}{3}$, or distinguish between ab and $a+b$. It was almost impossible to find a candidate who admitted a knowledge of any play of Shakespeare or of any piece of poetry, or of a work by a standard author. Of course, they had little knowledge of French or geometry. No doubt the standard of attainments differs from place to place; but is it fair to the nation to say that no other access to secondary schools shall be permitted to children up to the age of about twelve than the channels which give passage only to such vessels as carry the mental cargoes indicated in the foregoing bill of lading?

THE circular informing local education authorities that the Minister of Health has agreed to exercise his discretion, and make arrangements with the Board of Education respecting the supervision of schemes for school medical services, confirms a decision that was anticipated. The departments, it is said, are actuated by the desire that there shall be a comprehensive, consistent, and progressive policy for promoting the health and physical

welfare of children and young persons, and that this policy shall be reflected in the administration of the departments, so as to facilitate to the utmost extent the development of health services by local authorities, whether under the Education Acts, the Public Health Acts, the Maternity and Child Welfare Act, or otherwise. It is to be assumed, we hope, that local authorities generally will be able to make satisfactory arrangements for the school medical service to be effectively administered with due regard both to the interests of education and to other measures adopted for the promotion of public health.

EVIDENTLY the Liverpool Education Committee is of Shakespeare's opinion that sleep is the chief nourisher at life's feast, and they have circularized the parents of elementary-school children, pointing out the evils of late hours and insufficient rest. Children who are deprived of their proper allowance of sleep suffer to some extent in growth, and to a larger extent in mental progress and character. Irritability and hypersensitiveness may be noticed, which impede the development of self-control and reasoned judgment. This phenomenon is even more general during summer-time in northern latitudes, where it is the cause of many cases of nervous breakdown. The need for care is not confined to elementary-school pupils; a few years ago the hours of sleep at several public schools were severely criticized and reforms introduced, particularly as regards early rising for the younger pupils. The value of these changes was emphasized during the recent period of food and fuel shortage, when an extra hour in bed in the colder weather was prescribed. Education authorities having charge of industrial schools to-day would do well to revise the hours of rest. The Liverpool leaflet wisely points out that well ventilated and not overheated bedrooms are required. Under present housing conditions it is often difficult to ensure that the younger members of a family are not disturbed by the older retiring at a later hour. Perhaps the most unfortunate child is he of a large family with inadequate accommodation who obtains a scholarship at a secondary school, and has to attempt home study under conditions which often do not permit of work until all have retired. Unless carefully watched, the child in such circumstances may seriously impair his health.

THE Circular (No. 1664) which the Board of Education has recently circulated to local education authorities has two clear objectives: one is to open wider the opportunities of higher education, and make them more accessible to social strata of the population which have not hitherto regarded any form of higher education as within the scope of normal possibilities; the other is to prolong the secondary-school life and stabilize the leaving age. The method of doing this is the maintenance bursary. The Board promise to pay half of the expense incurred by the local education authority in providing such bursaries in secondary schools "and other institutions of higher education." Education is badly handicapped in England because, as the child grows older, it becomes more expensive. It is as much as the poorer household can manage, if it has to feed and clothe the growing boy and girl. If, on the top of this, the parents have to meet

the cost of dictionaries and other appurtenances of Sixth Form education, as well as the expenses inevitably involved in school games, the breaking point is soon reached. The steady rise in the age of entrance to the modern universities, and the growth of advanced courses, tend to prolong the period of strain and to make more severe than ever the competition for university scholarships. Indeed, the maintenance bursary should act as supplementary to the existing scholarship and free-place system.

MANY boys and girls of first-rate intelligence fail to win their free-place either because they are somewhat backward in developing or because their elementary school teacher was not ambitious for them to win it, or through the retarding influence of some juvenile disease. Such pupils are not infrequently just as deserving as the free-placer, only they take longer to find themselves. This is specially true of boys. It is to these that we must largely look for the replenishing of our universities. At present these are full to the limit of their capacity, because they are making up for four years of arrears. Every effort should be made to keep the numbers up to the present level. Even if we succeed in doing so, we shall be behindhand in the proportion of university-trained students to the general population. Where the United States have 10 per 10,000 of the population, Germany has 14, and Scotland has nearly 17, England has only 5. Many education authorities are doing nothing to help their best students to the university. This proffered grant holds out an inducement to them. If inducement fails, compulsion remains, and we trust the Board will not fail to exercise it.

THE extravagantly high cost of building—now nearly three times more than pre-war rates—is a formidable obstacle to the extension of educational facilities, and must seriously delay nearly all progressive developments. Meanwhile, local authorities are considering what they would like to do when the time is opportune. The Kent Education Committee have prepared an outline of educational policy for circulation, more particularly among Part III authorities, with a view to concerted action. The memorandum deals with the provision of practical teaching and of advanced instruction in central schools, the organization of continuation schools, and other matters. It is noted that the system of elementary education in the past has left much to be desired in regard to the older children; that the age of eleven or thereabouts is a critical period in school life, and by that time “the foundations of a general education—at any rate, of the three R’s—should have been laid, and a wider world is unfolding before the pupil; a new method of treatment and a new rate of working is needed if marking time is to be avoided.” It is proposed as, and when, circumstances permit, to supplement the existing elementary-school provision by establishing a system of central schools, or grouping a number of schools and attaching to one or more of them a “central top” providing advanced instruction.

WE are scarcely convinced, assuming adequate facilities are provided by means of secondary and technical schools for the systematic continued education

Central Schools.

of children of special ability, that the policy of making a further selection of “those possessing suitable attainments” for transfer to central schools is wise. The question is one of great difficulty. The promotion of all children without discrimination must inevitably hamper the organization of advanced scholastic instruction, and, unless differentiation is possible, the progress of some of the children might be retarded. On the other hand, the work of a central school should not, in our opinion, be concerned chiefly with ordinary scholastic exercises and the extension of book-knowledge. An important part of its curriculum should consist of handwork and of efforts to influence beneficially character and conduct, which would not depend upon any particular standard of previous scholastic development. It is the child who has not displayed an aptitude for book learning, and is a backward pupil, who would derive real benefit from the special facilities of a central school.

ADULT EDUCATION: A CALL TO ACTION.*

THE Committee on Adult Education, presided over by the Master of Balliol, began their inquiries in the midst of the war, at a time when the war had clearly revealed, to all who had eyes to see, that the education of the masses of our people was largely ineffective, because it was supposed to be completed at the mature age of fourteen. Now that the war is over, and the masses are claiming, and obtaining, better wages and shorter hours, the urgent and momentous question is—what will they do with these benefits? How will they use their higher incomes and their expanding leisure? That is the case from the side of the individual citizen. And from the side of the community at large the case is equally urgent. For in a democracy, whilst, as in any other form of government, the “brains of the concern” have to be supplied by a few thousands, the task of selecting “the natural aristocracy that is among any body of men” devolves upon the millions, and unless the millions are trained to good judgment and supplied with sufficient knowledge, democracy cannot prosper. The projected continuation schools will carry compulsory education as far as it can be carried, at least in our time. But the opportunities of the citizen must not end there. In the words of the Master of Balliol, “adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood. . . [It] is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.”

If any one is inclined to dismiss this declaration as a Utopian dream, he may be recommended to turn at once to the brief chapter of the Report which traces the history of adult education during the nineteenth century, from the days of the old Mechanics’ Institutes onwards. He will there find that the supply of adult education has never been equal to the demand, and that recent progress, considerable though it has been, affords only an indication of the great things that might be done. He may also be proud to learn that so far England stands second to no other country in regard to the efforts made to afford educational opportunities to adults.

Our readers are aware that three *interim* reports have already been issued, the first relating to industrial and social conditions as affecting adult education, the second to education in the army, and the third to the question of libraries and museums. This final report, after the historical survey above referred to, passes on to consider the principles of, and the

* *Adult Education Committee: Final Report.* (H.M. Stationery Office, 1s. 9d. net.)

present state of the demand for, adult education, and the quality and standard of the work that is being done. It then proceeds to deal with the constructive side, including the general possibilities of adult education, the functions of Universities, local authorities, voluntary organizations, and the State; the provision of teachers, rural education, and the relation between technical and humane education. It then discusses finance and organization, and closes with general conclusions and a summary of practical recommendations. A long and important appendix provides information as to adult education immediately before and during the war, and adult education abroad.

In discussing the motives that underlie the widespread desire for adult education, the Report states that the demand rests upon the twin principles of personal development and social service. In some cases the personal motive predominates, but perhaps in most cases "the dynamic character of adult education is due to its social motive." This accounts for the fact that up to the present the types of study that have found most favour are those that deal with social and economic problems. But the Committee rightly urge that, whilst these studies should be fully maintained, because they are indispensable to intelligent citizenship, there ought to be far wider opportunities for the study of natural science, modern languages, music, literature, and the drama; and also for the cultivation of practical craftsmanship. But withal there must be the utmost liberty with regard to methods and organization.

An enormous programme is thus mapped out. Who is sufficient for these things? The voluntary organizations have done nobly, and their efforts are as much needed as ever. For, "broadly speaking, the advance of adult education can proceed only as quickly as voluntary agencies can stimulate, focus, and organize the demand for it. In the last resort the volume of educational activity is determined, not by the capacity of the universities and education authorities to provide facilities, but by the ability of organizing bodies to give shape and substance to the demand." Nevertheless, the increased help of the universities and the local education authorities is exactly what is needed at the present time. The universities, say the Committee, should definitely organize departments of extra-mural adult education of a liberal character; and the local authorities should establish non-vocational institutes at evening centres for humane studies and for social and recreational activities, and should substantially assist university tutorial classes. The State should, in accordance with what is probably a sound tradition in this country, aid adult education, but leave wide powers of self-organization to those whom it aids.

The report deals fully and in a practical spirit with the important problem of rural education, and recommends *inter alia* the establishment of village institutes under full public control. Important recommendations are also made as to the liberalising of technical education, and the fostering of social life in technical institutes. Finally, the intricate question of financial aid from the State for the various forms of adult education is discussed at length, and definite recommendations are made.

We have hitherto made no reference to the supply of teachers, and if we have left this matter till last it is certainly not because we regard it as the least of the multitude of subjects covered by the Report. On the contrary, no scheme will be worth much which fails to secure the right men and women to realize its aims. Upon the personality and the equipment of the teacher everything that is vital will depend. Here again we have to look to the universities, and we are glad to note that the Committee advocate measures which would make it possible for the universities to provide a sufficient supply of well qualified and adequately paid tutorial class teachers.

One rises from a perusal of the Report with a sense of mingled admiration and gratitude. Both in its firm hold upon essentials, and in its comprehensive grasp of detail, it is worthy of the Committee and of the distinguished chairman. And to say that is to say a great deal.

WHAT WE MAY COME TO.

A MASTERS' MEETING IN 1930.

BUT Millet was not long in finding that the way of the educational reformer is hard, and he made it no easier for himself by the indiscretion of a characteristic outburst at a masters' meeting.

The business was not much, and was quickly disposed of, and the head master was about to declare the meeting adjourned, when Millet came into action.

"I want more time for games," he said. "I know I am espousing a cause which is not greatly in favour at Marlton, but, after all—"

"After all," interrupted the senior biology master, "the time allotted to games is even now much in excess of that given to any other subject."

"That is only true," rejoined Millet, "if you count the eurhythmic hours, and I contend that those hardly deserve to rank under the same heading." He was still outwardly cool, but I saw that he restrained himself with difficulty.

"When I was a boy," croaked the senior classical master, "we succeeded in finding spare time of our own—"

His voice was drowned by the bellow of the specialist in economic geography. "If we are to hold our own in the trade war with China—" Apparently thinking it needless to finish his sentence, he leaned back with folded arms and assumed the smile of a victor in debate.

"Only one half-holiday a fortnight given to cricket," went on Millet. He was redder now, and his breath came in jerks. I saw that his passion for athletics was mastering his discretion. "How can we expect—"

I tried to kick him under the table, but I must have taken poor aim, for Judkins, who taught the minor African languages to the Army Class, started up and glared angrily round the room.

"You choose all your prefects from the ranks of weedy scholars," Millet was now saying. "To be athletic is looked upon as a disqualification; the best football player in the XV has to yield precedence in the school to the most insignificant member of the Sixth."

"Very naturally and very rightly," said someone higher up the table, a house master, no doubt.

"These unlettered barbarians!" Perrin, our lecturer in art appreciation, may not have meant his aside to be heard. But Millet heard it, and now the full tide of red-hot lava poured from the volcano in his breast.

"The most important thing we teach here—to any but those who are blinded by the scientific tradition—and the most shamefully neglected. We teach a boy to analyse the primary rocks and to investigate the breathing organs of the mollusc, and do not encourage him to study and make the best use of his own wonderful frame. Only the purblind ignorance of those saturated in the folly of—"

"Really, really!" murmured the head master.

"Wilfully and of set purpose to repress—"

Our seven English specialists fell limp in their chairs. Amid a strained silence the head master pushed back his chair and, dignified as ever, walked out, and I turned to Millet and said, "You've done it now!" . . . R. C. W.

GEOGRAPHICAL ASSOCIATION. — The annual meetings will be held at the London Day Training College on January 9 and 10. On the first day Mr. T. W. F. Parkinson will open a discussion on "The Present Position of Geography in the Upper Forms of Secondary Schools; some causes and possible remedies." Mr. H. E. Storey will give a demonstration of his "Wind" apparatus. Dr. R. N. Rudmose Brown will give a lantern lecture on Spitsbergen. Sir Charles P. Lucas will deliver his presidential address on "Islands, Peninsulas, and Empires." At 3 p.m. on January 10, Mr. M. De Carle S. Salter, will lecture on "Rainfall considered as a Geographical Function."

PERSONAL PARAGRAPHS.

THE post of Principal Officer to the University of London, which has been in abeyance since Sir Henry Miers's resignation in the summer of 1915, is to be occupied by Sir Cooper Perry, in February next. Sir Cooper Perry was educated at Eton and at King's College, Cambridge. He gained the Bell, Browne, and Pitt Scholarships and the Browne Medal, graduated as Senior Classic, and became a Fellow of his College. Since 1892 he has been Superintendent of Guy's Hospital, where he is also Consulting Physician. He has represented the Faculty of Medicine on the Senate of the University from 1900 to 1905, and again from 1915 to the present time; and has been Vice-Chancellor since June 1917.

* * *

DR. R. H. PICKARD, F.R.S., has been appointed principal of the Battersea Polytechnic. Dr. Pickard has been principal of the Municipal Technical School, Blackburn, since 1908, and has been for some years consulting chemist to the Corporation of Blackburn and the Blackburn Cotton Employers Association. He has done much for the advancement of chemical knowledge by the publication of the results of his researches in the transactions of various learned societies. During the war he placed his services as a research chemist at the disposal of the Explosives Supply and Chemical Warfare Committee of the Ministry of Munitions.

* * *

THE REV. C. J. SMITH, head master of the Latymer Upper School, Hammersmith, is to be President of the Incorporated Association of Head Masters during the coming year. Mr. Smith has been for many years a member of the Council of the Association, and has rendered valuable services as Chairman of the Legal Committee and as treasurer of the Association. Under his administration Latymer School has become one of the most efficient and successful day schools of the country.

* * *

MR. T. KINGDOM, assistant master of St. Olave's School, Southwark, since 1905, has been appointed head master of the Wyggeston Boys' School, Leicester, in succession to the Rev. James Went, who is retiring after having held the position for over forty-two years. Mr. Kingdom received his early education at St. Olave's and had a brilliant career at King's College, Cambridge. He was awarded a classical exhibition at his college in 1900, and subsequently was placed in the First Class of the Classical Tripos, First Part, and again in the First Class of the Second Part, taking archæology as a special subject. During his fourth year he took a course of training at the Cambridge Day Training College and was president of the Cambridge University Swimming Club.

* * *

MR. F. I. KEMP, physics master at Clifton College, Bristol, since 1913, has been appointed head master of the Haberdashers' Aske's Hampstead Boys' School, *vice* Mr. C. J. L. Wagstaff resigned. Mr. Kemp is an Old Boy of Christ's Hospital and a Scholar of Jesus College, Oxford. He obtained First Class Mathematical Moderations (1906) and Second Class Natural Science (Physics) 1908. He has had teaching experience at Penarth County School, King's School, Warwick, and King Edward VII School, Lytham.

* * *

MR. R. B. HENDERSON, head master of the Strand School, Brixton Hill, has been appointed head master of Alleyn's School, Dulwich, in succession to Mr. F. Collins, who is resigning the head mastership. Mr. Henderson was educated at Bristol Grammar School and New College, Oxford. He has been head master at the Strand School since 1911. Before his appointment to the Strand School he was for nine years an assistant master at Rugby School. During the war he served with the Royal Garrison Artillery, obtaining the rank of lieutenant-colonel.

It is pleasing to record the names of two more assistant masters who are taking an active part in educational administration: Mr. W. F. Piper, who is the new Chairman of the Ealing Education Committee, and Mr. W. J. Pincombe, who has been appointed a member of the London County Council Higher Education Sub-Committee.

* * *

MR. F. R. DALE, Classical Sixth Form Master, Leeds Grammar School, is to succeed the Rev. H. J. Chaytor, resigned, as head master of Plymouth College. A former pupil of Oundle and a scholar of Trinity College, Cambridge, Mr. Dale graduated with First Class (First Division) Classical Tripos (1905) and First Class Classical Tripos, Part II (1906). He was also Chancellor's Medallist (1906). During the war he served in the Welsh Regiment, eventually becoming second in command.

* * *

MISS E. M. TANNER, head mistress of Nuneaton High School, has been appointed head mistress of the Bedford Girls' High School, in succession to Miss Collie, resigned. Miss Tanner, who is well known as a zealous educational reformer, has been president of the Midland Association of Head Mistresses for the last three years.

* * *

MISS C. R. ASH, late third mistress at St. Paul's Girls' School, has been appointed head mistress of the Godolphin School for Girls, Salisbury. Miss Ash graduated B.A. Dublin and obtained a First Class, Oxford Modern Language School. She takes up her new position in January next.

* * *

THE death of Mr. John Stogdon, late senior assistant master at Harrow School, on November 19, will be keenly regretted by many generations of Old Harrovians. Mr. Stogdon, who was seventy-six years of age, was one of Harrow's best-known masters, and went to the school fifty years ago. He succeeded to a small house in 1877 and, three years later, took over West Acre, the large house in London Road, where he remained until his retirement in 1903. He was educated in Germany and at Uppingham and Clare College, Cambridge, where he was Sixth Classic and Bell University Scholar. Few masters have ever been so intimately the friends of their pupils, in school days and afterwards. He was a most stimulating teacher, with an unfailing sense of humour and an unbounded interest in almost all things.

* * *

MR. F. W. HEADLEY, whose death is reported at the age of sixty-three years, was educated at Harrow and at Caius College, Cambridge, where he took a First Class in Classical Honours in 1878. He was appointed to a mastership at Haileybury College by Dr. Bradby in 1880, and had the unique experience of working under no fewer than five head masters during a total service of about forty years. From 1894 till 1914 he had charge of Lawrence House. He resigned in the summer of 1914, but on the outbreak of war returned to take the place of a master on active service, and for four years took charge of Trevelyan House. He was keenly interested in problems connected with the flight of birds, and published several books on the subject. An enthusiastic and lovable teacher, many Haileybury naturalists owe to him their first inspiration.

* * *

THE death of Miss Hadland, late head mistress of Milton Mount College, Gravesend, at the age of eighty-five, severs a precious link with the past to members of the Assistant Mistresses' Association. She was the last surviving original member of the association, and until two years ago had regularly attended the annual conferences.

ONLOOKER.

TOPICS AND EVENTS.

NORTH OF ENGLAND CONFERENCE.—As already announced this Conference will be held at Southport on January 8 to 10 inclusively. At the meeting on January 9, Mr. Fisher will deliver the inaugural address, after which the general meeting will discuss "The Education of Adults," the subject being introduced by Sir Henry Hadow and Mr. J. M. McTavish. On January 10, the subject for discussion by the general meeting will be "Continuation Schools in Urban and Rural Areas," the speakers including Major Ernest Gray, Messrs. W. A. Brockington and H. Rostron and Miss E. R. Conway.

THE MATHEMATICAL ASSOCIATION.—The annual meeting will be held at the London Day Training College, Southampton Row, W.C.1, on January 7 and 8. Among papers to be read at the meeting on January 7 are "The Use of Symmetry on the Teaching of Geometry," by Mr. C. Godfrey, M.V.O.; "Convention and Duplexity in Elementary Mathematics," by Prof. E. H. Neville; "The Place of Common Logarithms in Mathematical Training," by Miss H. M. Cook; "Some Mathematical Problems awaiting Solution," by the President, Prof. E. T. Whittaker; and "The Teaching of Mechanics to Beginners," by Mr. R. C. Fawdry.

CONFERENCE ON MODERN CLASS MANAGEMENT AT DERBY.—A Conference on Modern Class Management was held at Derby from November 5 to 8. That it answered a need was evident from the large audiences. The lecturers described educational experiments dealing with the life of children from nursery class to continuation school. The underlying idea was that education should take into account the child's natural activity, the teacher's part being to surround the children with interests, such as tools, plants, pets, models, attractive books, and opportunities for dramatic and outdoor work. The classroom should be a children's clubroom. Instead of silence there should be conversation about work and interests, and bodily restriction should not be a bar to mental activity. The life of children of eight and under was dealt with by Miss Brown-Smith, Goldsmiths' College; Miss Hampson, Leigh; Miss Tennant, Luton; Miss Salt, Graystoke Training College; and Miss Grant, London. Apparatus and games for the teaching of reading and number were shown in the exhibition, which was open daily. Developments in the work of senior children were described by Mr. O'Neil, Manchester; Mr. J. H. Simpson, Rugby; Mr. John Arrow-smith; Mrs. Amor, London; Miss Pimblett, Manchester; Miss Margaret Frodsham, Halsey Training College; and Mr. H. J. R. Murray. Emphasis was laid on the need for greater freedom, although it was agreed that children must learn that their freedom ends where the rights of others begin. A co-operative spirit of work should be fostered by less class teaching, fewer appeals to the competitive spirit, and more individual and group learning.

GOVERNMENT COMMITTEE ON THE STUDY OF CLASSICS.—The Prime Minister has appointed a Committee "to inquire into the position to be assigned to the Classics (*i.e.* to the language, literature, and history of Ancient Greece and Rome) in the educational system of the United Kingdom and to advise as to the means by which the proper study of these subjects may be maintained and improved." The constitution of the Committee is as follows: The Marquess of Crewe (Chairman), the Very Rev. Sir George Smith, the Rev. C. A. Alington, Mr. S. O. Andrew, Miss M. D. Brock, Prof. the Rev. Henry J. Browne, Prof. John Burnet, Mr. T. R. Glover, Sir Henry Hadow, Miss K. Jex-Blake, Prof. W. P. Ker, Mr. J. G. Legge, Mr. R. W. Livingstone, Mr. G. A. Macmillan, Prof. Gilbert Murray, Mr. Cyril Norwood, Prof. W. Rhys Roberts, Mr. C. E. Robinson, Prof. A. N. Whitehead; Secretary, Mr. C. Cookson, H.M. Inspector of Schools. Communications intended for the Committee should be addressed to Mr. C. Cookson, at the Offices of the Board of Education, Victoria and Albert Museum, Exhibition Road, South Kensington, S.W.7.

MANCHESTER HIGH SCHOOL FOR GIRLS.—The name of Miss Elizabeth Day, who was its first head mistress, will ever be held in high esteem in connexion with the Manchester High School. She began her duties in 1873 and died in 1917. The plan to erect a gymnasium as a memorial to her, which has been in abeyance during the last twelve months, is now, with the renewed possibility of building, being revived, and a further appeal has been sent out to Old Girls and others interested in the school to send contributions to the fund. These may be sent to Miss Helena Bourne,

The Manchester High School, Dover Street, Manchester, S.E.; or to The Elizabeth Day Memorial Fund, Williams Deacons Bank, Ltd., 297 Oxford Road, Manchester. A sum of £1,700 has been collected already, but this should be doubled to make it possible to carry into effect the provisional scheme prepared for a building to stand on the north-east corner of the school playground. It is known that Miss Day desired to have a gymnasium to complete the buildings for the school, which now numbers 700 pupils. The Committee is anxious that there shall be a rapid inflow of subscriptions, and that Old Girls of the school, wherever they may be, shall participate in the movement.

THE ASSOCIATED BOARD R.A.M. AND R.C.M.—The Exhibitions offered annually by the Associated Board of the Royal Academy of Music and the Royal College of Music, for two or three years, have been awarded to the following candidates: Betty M. Humby, London, pianoforte; Joan Lloyd, London, pianoforte; Christina G. Macdonald, Swansea, singing—at the R.A.M. Mary C. M. Nono, London, pianoforte; Nina Joel, London, violin; Muriel M. Hart, London, viola—at the R.C.M. The exhibitions previously held by Vera J. Cree (Sydney, N.S.W.), Olive A. Groves (London), Denise Lassimonne (London), Audrey V. Goldsteen (London), and Mabel Linwood (Nottingham), at the R.A.M.; and Dallas A. Fraser (Cheltenham), Anne Wolfe (London), Richard W. Edmunds (London), Doris M. M. Thatcher (Exeter), Marjorie B. Edes (London), Philip J. Collis (Ryde), and Adrian Holland (Melbourne, Australia) at the R.C.M., have been renewed for a further period of one year.

KING ALFRED SCHOOL SOCIETY.—This society is making an appeal for at least £15,000 to erect new buildings upon a site which has been purchased within a mile of the present school, the accommodation of which has become altogether inadequate for the number of pupils seeking admission. The present school was opened in 1898 in Hampstead as a secondary co-educational day school. Partly because of its special characteristics—freedom from all official control, absence of formal religious instruction, co-education, small classes, greatly reduced homework, freedom from imposed examination and scholarship preparation, free methods of self-discipline, disbelief in marks, prizes, and traditional "punishment"—and partly because of its special disabilities—cramped space and makeshift playing-fields—the school till quite recently had never earned its cost, and but for the generous support of many friends must long ago have ceased to exist. Believers in independent enterprise in education are invited to come to the assistance of the society. Donations may be sent to the Hon. Treasurer, Mr. G. C. Maberly, 24 Ellerdale Road, Hampstead, N.W.3.

THE MONTESSORI SOCIETY.—The society has recently circulated a letter of appeal, drawn up by Mr. and Mrs. Broadwood, for funds with which to found in England a Montessori Institute, which shall serve as a worthy war memorial for those who have given their lives for their country. About £25,000 is required to start with. Dr. Jessie White is honorary treasurer and organizing secretary of the society, and may be addressed at 11 Tavistock Square, London, W.C.1.

CAMBRIDGE LOCAL EXAMINATIONS.—The December Cambridge Local Examinations were held at 206 centres in the United Kingdom and the Colonies. There were 12,318 candidates, of whom 127 are entered for the Higher, 4,059 for the Senior, 5,186 for the Junior, and 2,946 for the Preliminary Examination. Of the Colonial centres, 31 are in India, 7 in Ceylon, 6 in the Straits Settlements and Malay States, 6 in South and West Africa, and 10 in the West Indies. There are also centres at Belize, Bermuda, Buenos Aires, Mauritius, Seychelles, Shanghai, and Tientsin.

THE WESTMINSTER PLAY.—After six years Terence has returned to his own at Westminster. The "Adelphi" was the play selected. It says much for the Elocution of the Latin that one, who was not before familiar with the unique pronunciation maintained jealously by the King's scholars, could without book follow much of the spoken word. The cast, which had to renew a broken tradition, acquitted themselves well; Mr. Dix, in particular, as the crafty versatile slave, and Mr. Stevens as the irascible and Catonian father, showed considerable dramatic power, and whatever the play may be, if it is two thousand years old, it needs no little courage to infuse into it anything of dramatic life. It seems all the more difficult, when the setting, though precise in

detail, is that of the conventional canvas reconstruction of an ancient city. Shakespeare, one would think, was wiser with a black curtain and a label for his Rome or Athens. It was the more noticeable, as the grey walls of the auditorium, draped in red and lined with black and white, had a medieval aspect. The Epilogue, reviewing with light ridicule and apt ingenuities of phrase the conventional figures of war days, roused an interested house to hearty appreciation; but one could not but feel that its Latin form gave it the distinct advantage of a disguise, without which it would have savoured too much of the task of a popular Press, too little of real humour or the humanities. The curtain down, one came away with a temptation to ask for a railway ticket in Latin, and with a feeling that the League of Nations might do worse than take a leaf from Erasmus and use the language for its universal correspondence.

PRIMARY SCHOOL NOTES.

The Provisional National Minimum Scale.

THE notable modesty of the proposals of the Burnham Committee on Salaries represents an indication of the grave difficulty experienced by its members in bringing home to the educationally inert districts of this country the necessity of raising the status and emoluments of the teaching office. To teachers who are working in such areas the scale undoubtedly offers material relief, and on this account those who are opposed to the adoption of the scale will find it difficult to reject it. In estimating the force of the opposition to the proposals, two factors require consideration: that a number of education authorities have already adopted salary schemes substantially in advance of the national minimum scale, while, in most of the great centres of population and industry, the teachers are anticipating much more generous treatment than is outlined in the Burnham report. It is possible that teachers of the first category may exercise a benevolent neutrality, but in the second case it is clear that acceptance of the report would not strengthen the case for securing salaries in excess of the standard therein set forth. It is estimated that 30 per cent. of existing teachers would gain no advantage from the adoption of the national minimum proposals. In many instances young teachers, not included in this percentage, would secure no immediate benefit. Consequently it is clear that a large proportion of primary teachers will be opposed to the adoption of the national scale within their areas, whatever decision may be registered at the London meeting of the National Union of Teachers. The uncertificated and supplementary teachers who are not members of the Union may be expected to oppose the Burnham proposals vigorously. The combined efforts of this opposing body will probably secure the position of the national minimum scale as a definite minimum, applicable only to the least progressive educational parts of the country.

The Sectionalization of the Teaching Profession.

THE new Education Act appears to have encouraged the sectional development of the teaching profession by its conception of continued education which will require many types of schools staffed by teachers of varying qualifications. If the effect of the proposals for a national minimum scale of salaries should be a general classification of teachers as rural and non-rural, there is the prospect of additional sectional distinctions being set up. The disadvantage of this tendency is that it discourages the free movement of teachers from grade to grade so strongly advocated by the President of the Board of Education. On the other hand, there are movements already established in Yorkshire, Lancashire, Cheshire, and the Midlands, for the federation of all classes of teachers who are concerned for the common good of education in their respective districts. In effect, there is a natural movement for teachers tacitly to adopt the principle of educational provinces possessing considerable administrative and advisory functions formerly associated with the great executive unions. By the delegation of greater powers to local associations, the balance may in this way be redressed by the Teachers' Unions. Ultimately the effect of close association in local work may bring about the federation of all the professional bodies into one comprehensive union as is the case in Scotland.

The Function of Inspectors.

So far as the inspectors of local education authorities are concerned, the function of educational policeman has long been abandoned. At least one prominent education authority has found it a

sound policy to dispense with the examining functions of its inspectors by transferring them to work of a definitely consultative character; and the inspectors have not been replaced when their appointments have lapsed. Although the representatives of the Board of Education are generally welcomed in the schools, there is evidence that the old tradition in certain cases dies hard. At a recent meeting of teachers, the case was given of an inspector of the Board who set an essay to children of eleven and twelve years on: "State your opinion on Home Rule for India." The pupils were individually tested by means of arithmetic cards after the custom which prevailed twenty-five years ago. In due course a voluminous written report was sent in which had the effect of stirring up a strong feeling of injustice in every member of the school staff. Cases are common where four or five inspectors visit single schools simultaneously for two or three days, leaving behind them the effects of an educational whirlwind; school work is upset, teachers are criticized to the verge of exasperation, and although there is consultation of a type it is not always comparable, for example, with the free interchange of opinion and helpful discussion which takes place when the school medical officers, the school managers, or local directors of education visit the schools. The interesting suggestion was made at the meeting referred to that no inspector should be allowed to write a report upon a school until he had taught in it for one month at least. The general feeling was that reports serve no useful educational purpose.

N.U.T. Notes.

THE total subscriptions to the Thank Offering Fund of the Union now approximate to £40,000. Grants are being made to retired teachers who have failed to secure the benefits conferred by the existing superannuation scheme. In order that the interests of teachers engaged in the Army, Navy, Air, Industrial, and Reformatory services may be adequately consulted, a Joint Committee has been appointed, composed of members of the Executive of the N.U.T. and representative teachers from the services referred to. A conference has been held between representatives of the N.U.T. and the Educational Institute of Scotland in order to discuss the interchangeability of school service for superannuation purposes, and other important points connected with the working of the two national schemes. In order to secure adequate expression of the opinion of uncertificated teachers, who are now eligible for membership of the Union, a special Sub-Committee is to be constituted. At the December meeting of the Executive, reports were presented on the facilities offered by Margate, Bridlington, Carlisle, and Tynemouth for the Easter Conference of 1921. Bridlington was selected as being the most suitable town.

CORRESPONDENCE.

THE PHYSICAL EDUCATION OF OUR PEOPLE.

To the Editors of The Journal of Education and School World.

DEAR SIRS,—It needs the onset of national emergencies to awaken the public generally to a sense of relative physical unfitness. After the South African war attention was directed to the defects found among recruits and volunteers, with the result that Commissions were held to inquire into physical deterioration in this country and into physical training in Scotland. The ultimate result was the establishment of the system of compulsory medical inspection and permissive treatment of school children in elementary schools, and also an improvement in the methods of physical education—more especially in the secondary schools for girls. Slowly, but surely, a certain degree of improvement was effected.

The results of the examinations of recruits in the great war has again attracted attention to the undue proportion of ineffectives in the population. Some of this inefficiency is due to lack of adequate treatment, a cause which is rapidly diminishing, and will doubtless be further met by the new Ministry of Health. The figures, so far as they are available, show that, in addition to the evils of actual defects, there is a group due to the lack of keeping in condition which affects a large part of the population. The improvement in the recruits after a brief period of systematized exercises, work, and games shows how much could have been avoided by proper provision whereby the individual was more largely a participator, instead of a spectator, in games. There is some reason to believe that the results of the examinations of candidates for the women's auxiliary services showed this even more clearly than those of the men. Those who had continued in athletic clubs, factory girls' clubs, and the like, with opportunities for games and dancing, re-

(Continued on page 20.)

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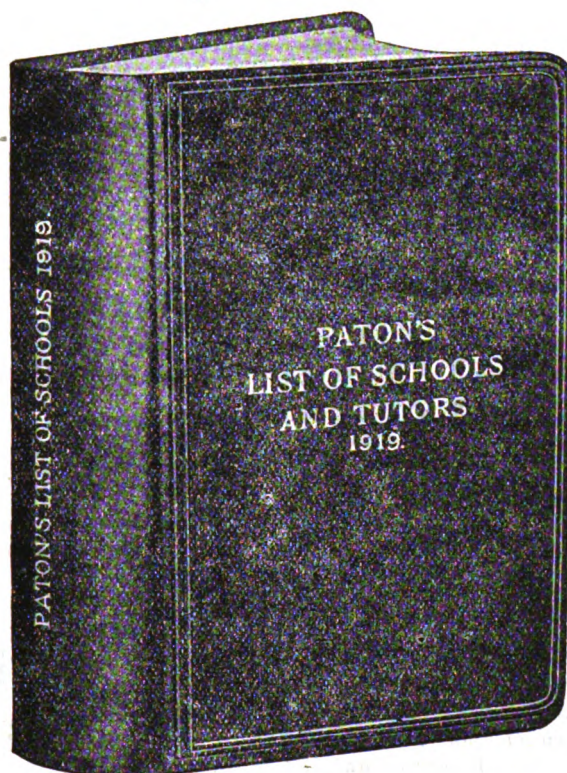
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mained in good physique; while many who had given up these pastimes for sedentary recreation had suffered severely in physique. The task of dealing with the causes of unfitness would appear to be only partially attempted until wider measures are taken to secure general and adequate physical recreation.

With the need for such action none will cavil, but some of the methods proposed demand further consideration. It has been suggested that there might be a Directorate of Physical Education, to be attached to the Ministry of Health, to evolve a system of such education and advise voluntary bodies; a National Council of representatives of those associations whose work warrants their inclusion; and a peripheral organization on a territorial basis, with power, money, and personnel to maintain an organized system.

All this implies a new organization endowed with plenary powers and adequately financed, whereas all these postulates are already provided for. Under the Education Act of 1918 many children will eventually be required to attend school until eighteen for part time at least; even now numbers attend evening schools, clubs, Y.M.C.A., and similar bodies, for a far longer period. Education authorities are empowered to supplement and improve social and physical training both for those under age who attend elementary schools, and those over that age who attend any educational institution either in the day or in the evening. The term is quite vague, and may apparently be used to supply instructors and equipment to any club for the physical education of its members. Any association can thus obtain all necessary assistance and advice from the Local Education Authority, while the Board of Education maintains a special and particularly well qualified staff of inspectors of physical training, which, it is understood, has been specially strengthened to meet the new conditions. The organization and an advisory body are thus to hand, and the money may be granted by any competent local education authority.

Considerable difficulties are involved in the transfer of medical inspection to the Ministry of Health, and in the discussions in the House of Commons it was clearly recognized that these powers of the ministry for a long time, if not permanently, would have to be exercised through the medium of the Board of Education. If this is so in a manner which is only ancillary to education, how much more so in a matter which is an integral part of the educational system. No man can serve two masters; either there must be a

disruption and part of education be handed to the Ministry of Health, or there must be a dual system by which the child or person in an educational institution is controlled by one Ministry and the person only attending a club controlled by another. Also it would then come about that educationists must be attached to the Ministry of Health to advise them on the educational side. This would indeed introduce over-lapping—the essential feature the Ministry of Health Act was intended to avoid.

All that is necessary can be secured by pressure on the Board of Education to secure that all local education authorities in submitting their schemes under the 1918 Act for approval shall incorporate provision for physical education, including playing fields and gymnasia for all classes of the community in need of such facilities, and to make necessary arrangements for co-operation with voluntary bodies who will render assistance.—Yours &c., M.D.

THE PRINCIPLE OF ARCHIMEDES.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—It is generally admitted that the historical treatment of science is not easily adapted to the needs of the public school curriculum. Yet there are occasions when decided advantages would be gained by the use of old-time practical methods. The refinements of modern laboratory equipment, while enabling us to work under conditions happier than those of old, tend at times to obscure the fundamental principles of science, the applications of which have made these refinements possible.

This is particularly true in work depending upon the Principle of Archimedes. If instead of a school balance we use a simpler form of lever, consisting of a metre rod bored at the 50 cm. mark and supported by a horizontal knitting needle, the gain in clean understanding of principle will far outweigh any slight disadvantage arising from difficulty of precise reading. By adopting Galileo's method we reduce our readings and arithmetical work to a minimum; we run no risk of splashing water over balances; and we are not restricted to bodies of comparatively small volume.

(Continued on page 22.)

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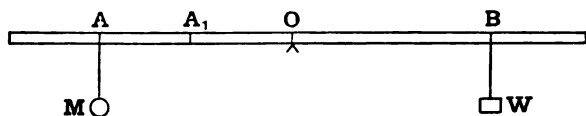


Fig. 1.

W, the solid, is hung from B (Fig. 1), and a sliding weight M, used to give a balancing anti-clockwise moment about the fulcrum O, is hung from A,

$$\therefore M \times AO = W \times OB.$$

W is now immersed in water, and M is moved to A₁ to give a balance, $\therefore M \times A_1O = W \times OB - T \times OB$, where T is the "upthrust" due to displacement of water.

Hence specific gravity of W is

$$\frac{W}{T} = \frac{AO}{AA_1}.$$

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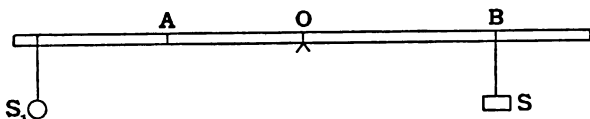


Fig. 2.

S and S₁ are solids of the same material, balanced as shown (Fig. 2). No readings are taken. If S and S₁ are both immersed in a liquid, the equilibrium is not disturbed.

W is fastened to S (Fig. 3), and the sliding weight M hung from A.

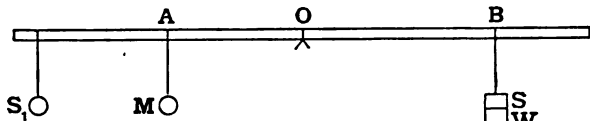


Fig. 3.

S₁ and the combined body SW are now immersed in water, and M is moved to A₁. (In this experiment A₁ is on the right of O.)

$$\text{As before, specific gravity} = \frac{AO}{AA_1}.$$

Throughout the experiments the position of B is unchanged. The only readings taken are those giving the positions of M.

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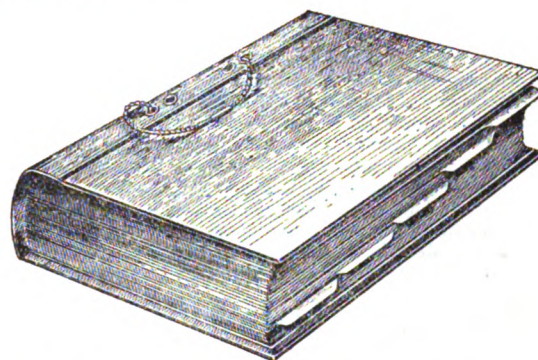
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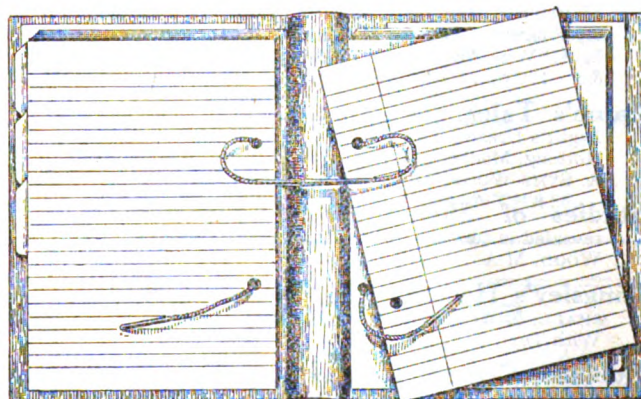
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MUSIC IN PREPARATORY SCHOOLS.

To the Editors of *The Journal of Education and School World*.

SIRS,—In suggesting in your December issue that the existing notation is to blame for the very feeble vocal and piano sight-reading powers displayed by boys who come up from the preparatory schools to the public schools, my friend Mr. Walter Thelwall draws, I fear, a very big red-herring across the trail. The effect of Mr. Thelwall's letter is to provide the heads of preparatory schools with an excuse to which they are not entitled.

Admirable results in vocal sight-reading are obtained in many elementary and secondary schools even with the present two vocal notations. Such results are therefore quite possible in the preparatory schools also.

Similarly, thoughtful piano teachers, both private teachers and teachers in the better girls' secondary schools, are obtaining good sight-reading from their pupils with the existing keyboard notation. There is therefore no reason why similar results should not be obtained in boys' preparatory schools.

In both cases it is the adoption of sensible modern methods and the allowing of sufficient (not excessive) time that are needed.

I agree with Mr. Thelwall that the existing staff notation is extremely illogical, but the reform he wishes to introduce involves nothing less drastic than the destruction of existing printed music throughout the world, and its replacement by reprints on the Thelwall "Note for Note" system. This is a big order. If Mr. Thelwall can get it executed in his lifetime and mine I shall be delighted, but I do not endorse his recommendation that head masters should in the meantime "cease trying to make the junior teachers" produce results with the present system and give their energies to agitation for a better one.

In fine, the present staff notation is admittedly faulty, yet good results are easily possible if head masters will but take the subject of music seriously. Mr. Thelwall's system is probably better, but if or when it is adopted it will still be necessary (a) to make adequate provision for music in the time-table, and (b) to appoint keen, qualified, and trained teachers, and support them in their efforts.

I am prompted to write this letter by the fact that I am this year President of the Union of Directors of Music in Secondary Schools, the Council of which issued the original letter to which your kind paragraph and Mr. Thelwall's letter refer; but I do not write offi-

cially, since I have had no opportunity of discussing Mr. Thelwall's communication to you with my Council.—Yours faithfully,

"The Music Student,"

PERCY A. SCHOLES.

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Russell Square, W.C.1.

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PSYCHOLOGICAL TESTS FOR GENERAL INTELLIGENCE.

By CYRIL BURT.

A SIMPLE method of testing intelligence is a practical requisite. It is needed both for the administration of an educational area and for the organization of the single school. In advancing children from class to class within the same department, in advancing them from the infant to the junior department and from the junior department to the senior within the same school; in transferring them from one school to another, from the ordinary elementary to the central or the secondary, or to the schools for the mentally defective—in each process the one essential consideration is the intelligence of the individual child. How is such intelligence to be gauged?

Commonly, of course, and to a large extent justly, the child is judged by his performance in school examinations. It is the aim of such examinations to test knowledge acquired, and power to apply that knowledge, and also, in a fashion less direct, to test power to acquire knowledge and power to retain it. But something more is needed. Attainment is a poor measure of capacity, and ignorance no proof of defect. No matter how uniform a class may appear at the beginning of a term, by the close of it a few will have forged far ahead of the majority, and many will lag behind. The junior county scholarships are awarded to those who prove most proficient in an examination consisting principally—indeed as a rule entirely—of a paper in English composition and a paper in arithmetic of a problematic rather than a mechanical order. Recent investigation has justified this traditional choice. These two are, in fact, the subjects which correlate most closely with general intelligence. Despite the efforts of the examiner, however, it is inevitable that, in setting a written paper to children at the age of ten (who, perhaps, only left the infants' school, where little paper work is given, at the age

of eight), novel acquirements are tested quite as much as original ability. The cleverest child, who, by some accident or oversight, has not been speedily thrust on to Standard VI of the elementary school, will miss his scholarship to the secondary school; and a well-coached precocity may secure it in his stead. Popular criticism of contemporary education is replete with instances of the undetected genius and the erudite fool; of school incompetents who succeeded in after life, and youthful prize-winners who could never earn a living; dull boys who became brilliant men, brilliant scholars who became criminals, lunatics, or paupers.

School and scholarship examinations, therefore, yield but precarious estimates. Has the psychologist anything better to offer? To measure mental capacities, as distinct from mental attainments, the psychologist has devised the mental test. By its means he has demonstrated, as he believes, that all mental performances depend upon capacities of two orders—general and specific. The child who excels in one task tends, more or less, to excel in all the rest. Hence, it is inferred, all our activities are permeated, and largely determined, by a single, central, fundamental factor. This factor is commonly termed "general intelligence." Experiments have suggested that it is also—in part, at any rate—hereditary. It may, therefore, be defined as inborn, all-round mental efficiency. But operating over and above this general factor are discernible certain special aptitudes, capacities limited in their application to particular tasks or to particular kinds of tasks—manual, linguistic, arithmetical, musical, and so forth. These doubtless depend in part upon congenital factors, and in part upon acquired training and accumulated interest. But in their nature and number they are obscure.

Of all these various capacities, both general and specific, the most significant is manifestly intelligence. It is for the measurement of intelligence that tests have commonly been invented and used. Mental tests have been chiefly developed and most extensively employed in America. But in origin they are essentially English. The measurement of individual mentality was first elevated from a discredited pretension of palmists and phrenologists into a method of scientific precision by Sir Francis Galton.

The mental test, like the clinical thermometer, is of little use without expert interpretation. Teachers are, or ought to be, such experts; for to make psychological examinations, to pronounce judgment upon mental capacity, is part of a teacher's professional duty. But they must not expect the test to supersede the need for insight and experience. A simple scientific invention may enable the layman to accomplish much that before was possible only to the expert. But its use must always be mechanical, and its scope confined and limited. Put into a child's hands a pair of compasses, and he will describe circles Giotto might envy. Yet no one, unpractised in drawing, but equipped with this contrivance, would expect forthwith to delineate the faithful portrait of a man.

Psychological tests are required for two especial purposes, to eliminate the subnormal and to promote the supernormal. The discovery of the subnormal child has become a compulsory duty since the passing of the recent Acts dealing with mental deficiency. The duty is harder than the Acts imply: no sharp line separates the imbecile from the feeble-minded, the feeble-minded from the dull and backward, or the dull and backward from the mediocre or average. They merge into one another by insensible gradation, like the colours in a spectral band. The line of separation between defectives and normals is as arbitrary as the line dividing orange from red. Hence, near this border-line, the most careful judgments are needed.

To discriminate the high-grade defective from the low-grade normal, the tests now most generally in use are those popularly associated with the name of Binet. The Binet scale has, in its general character, adopted the method so commonly exploited in interviewing candidates for almost every purpose—the method of an oral interrogatory. In one or two instances only do the tests appear to be tests of performance rather than of reply, of doing rather than of saying. The main improvements of the scale spring from two sources.

First, the questions are fixed beforehand; and, secondly, they are graduated according to age. The examiner asks the child his name, his sex, his age—questions that an average child can answer at three, four, and five years respectively; he requires the child to repeat certain numbers or sentences, to compare certain lines or weights, to name certain coins, to define certain terms, to solve certain problems of practical life; and, according to the number of correct answers, he measures the child's intelligence. There are five such tasks for nearly every year of school life, and, according to his answers, a child can be assigned a certain "mental age." A child of ten who answers only the questions for a seven-year-old is said to be backward by three years, and stands on the very border-line of mental deficiency. A child backward by more than 30 per cent. of his age is to be considered definitely defective.

The Binet scale was based upon experiments carried out in Paris. In Italy, in Germany, in Russia, in Sweden, in Turkey, and in Japan, translations and adaptations have been drawn up; and in America, versions, revised and unrevised, have been published almost beyond count. Recently, in the elementary schools of London, a co-operative attempt has been made to standardize the scale for English children.

Despite its wide use and technical simplicity, the Binet scale, as is now generally admitted, lies open to several serious criticisms. Many of the tests are scholastic, most are linguistic, and none have been proved to possess a close correlation with intelligence itself. The tests for younger children are much too easy; those for older children a little too hard; while for supernormals and adolescents there are practically no tests at all. No one could award scholarships by means of the Binet scale.

Many of these defects, however, can be remedied. The "Point-Scale Method," as one American version is called, has discarded all but the best twenty tests, and marks the child by "points"—so many units for such and such tests—rather than by a fixed and fallible scale of mental years. Another version, the "Stanford Revision and Extension," has added ingenious problems for higher levels and for older ages. "Suppose a ball lost in a round field: what path would you take to find it as surely and as quickly as possible?" "Suppose you had a three-pint vessel and a five-pint vessel, and no other: how could you measure out exactly seven pints?" And upon somewhat similar lines, it is reported, the scale of intelligence is being extended, so that undergraduates for a University like Columbia may even be classed and selected by its means.

In this country, however, investigators have preferred to begin by testing the tests. Using a statistical device contrived by Sir Francis Galton, the method of correlation, and by its means judging each test according to the resemblance of its pronouncements to those of careful observers watching the pupils tested over a period of many months and years, English psychologists have endeavoured to determine which mental function has the highest diagnostic value. The results have been most suggestive. Galton himself believed that simple tests of sense-perception might furnish trustworthy estimates. In discriminating differences of weight, fellows of the Royal Society, he found, far surpassed the average man. Later observers recommended simple tests of speed of movement—tapping tests, reaction-time tests, and so forth. At Oxford, experiments showed that a combination of both processes, sensory and motor, into something more involved would yield results remarkably superior; indeed, the more complex the test, the better the estimate. Best of all appear to be the tests of reasoning.

Reasoning seems the highest and completest manifestation of intelligence. The problems set should require no special knowledge, whether of facts or of method of manipulation. They should be problems, not in arithmetic or science, but in matters of everyday life, at once familiar and interesting to the child. For example: "Jim runs faster than Tom; Tom runs faster than Jack. Who is the quickest runner?" Such a question can be answered by an average child of seven. "If the train is late, he will miss the appointment; if the

train is not late, he will miss the train. We do not know whether the train was late or not. Can we tell if he will miss his appointment?" Such a question can be solved by an average child of twelve. To devise a graded series of such problems, ranging from the simplest logical syllogism up to a brief but intricate detective story, would be no arduous undertaking.*

Though too difficult to apply to border-line defectives, such a series gives excellent results when employed to detect supernormal ability among older children, for example, to select candidates for central or secondary schools at the ages of ten to thirteen.

Before the war little had been done to determine the applicability of intelligence tests to adults. But in 1917 the American War Department established a psychological division within the medical section; and prepared, by means of standardized tests and a large corps of personnel officers, to test the abilities of every recruit at the rate of two thousand a day. The tests were of two kinds: first, a series of written tests, which could be applied and marked almost mechanically upon a large scale, for men both literate and illiterate, both English-speaking and foreign; and, secondly, a series of oral tests based largely upon the Binet tests. The objects of the scheme were manifold. To discover men of superior intelligence for promotion as officers and admission to special duties; to eliminate men whose intelligence was so meagre as to render them a burden to the service and a menace to their fellows; to form organizations of equal, or uniform, or superior strength according to special needs—these were some of the purposes in view. And the aims were admirably fulfilled.

For rough approximations, the men were graded according to the merits of their performances into about seven or eight groups: A, B, C+, C, C-, D, D-, E. The officers averaged between A and B, the sergeants between B and C+, the literate enlisted men C, the illiterate D. In the various arms of service there were, of course, wide variations. Among the men it was found unsafe to include D or D- individuals in the field artillery, in machine gun battalions, or in field signal battalions. Among the officers, of those in the engineer groups 79 per cent. were A; in the veterinary groups only 8 per cent. Perhaps the most interesting result was a grading of different occupations in order according to the average degree of intelligence displayed by the individuals following them. The occupations, numbering between seventy and eighty in all, range from general labourers, cobblers and miners (averaging C-) through farmers, ostlers, barbers, bricklayers, cooks, bakers, blacksmiths, carpenters, butchers, plumbers, chauffeurs, policemen, telephone operators, electricians, musicians, clerks, mechanical engineers, nurses, typists, accountants, civil engineers, and medical officers—arranged thus in ascending order—up to army chaplains and engineer officers, the last two averaging A.

What has been attempted during the war can be repeated during peace. It is manifest that industry would gain, and that in no small measure, if, in place of the current plan or planlessness of engagement upon probation, the scientific principle of selection according to tested aptitude could be applied to civil occupation as it has been to military duties.

Since hostilities have ceased, the interest in vocational psychology, nascent in America before the war, has, upon an ever-growing scale, been cherished and developed by the widespread call for increased production. In England a special section of the British Psychological Society has recently been formed to discuss this and cognate problems; and proposals have already been suggested that such Universities as those of London and Cambridge might even establish an institute of industrial psychology.

We need a survey of our psychological resources: a census not of man-power so much as of mind-power. Nowhere can such a survey be so readily commenced as in our schools.

* The reader will find a standardized set of such problems, arranged for every age from seven to fourteen, in the issue of the *Journal of Experimental Pedagogy* for June, 1919.

As each child leaves his school, his teachers or masters should be able to furnish him—or his parents, or his employers, or his future teachers—with a scientific statement of his special and general qualities both of intellect and of character, expressed not in the vague and laudatory phrases of a well intentioned testimonial, but described, and where possible measured, with all the accuracy that psychological technique can bestow. Only by such means can we find the right place for every man, the right man for every place.

SCHOOL EDITIONS OF THE CLASSICS.

By W. B. SEDGWICK.

IN spite of all the discussions of recent years with regard to the value of the classics, their place in the curriculum, and the aims and methods of classical teaching: in spite of the multiplication of textbooks and editions to an extent which is bewildering, the classical master looks in vain for any improvement in modern textbooks at all commensurate with the expectations aroused. I propose to set down with all diffidence, knowing I shall be addressing many older and better teachers than myself, certain suggestions which have occurred to me on the subject of editions of the classics. My object is simply to direct attention to a subject which seems to have been overlooked.

I think it will be conceded that the majority of recently published elementary editions are needless. For instance, many new editions of Caesar are actually inferior to the old; their chief recommendation often enough is simply an improved format and numerous illustrations. The introductions are generally good; but probably any classical scholar who has taught Caesar for a year or two could produce something similar in a few hours without much exertion. The notes are too often haphazard. Really difficult passages are constantly left unexplained, while dissertations are included on *quominus*, or the gerundive, which could be found better explained in any good grammar. Again, the explanations often do not really explain; they fling at the pupil a scrap of translation with a casual remark, but nothing which appeals to his reason. But this introduces a new topic.

A boy is so constantly discouraged in his efforts to bring reason to bear on his notes that it is small blame to him if he finally gives up in despair, and comes to regard his notes as a sort of "crib," and learns to recognize the bits of translation by the inverted commas. The result is that the boy is left entirely to the master—an excellent thing if the master is efficient, but otherwise the Caesar lesson becomes the dull grind it so often is.

But surely the War has taught us that Caesar can be made a living thing to a boy. Let the pupil see that "Caesar" was written by a real general about a real war, and he will enter upon it with interest. In this respect Rice-Holmes's edition is a godsend; it gives us adequate maps, the topography is properly explained; difficulties are frankly recognized and seriously dealt with. The boy, moreover, is treated as a rational creature, and rightly considered capable of appreciating a controversial point.

Turning to vocabularies, the chief defect is that too many of them give only the meanings occurring in the text, however exceptional or unconnected with the ordinary meaning these may be. Here again there is no attempt to arouse a boy's intellectual powers; all the information imparted is about genders and genitives—obviously for the purpose of committing to memory. What connexion can there be between these dry and meagre scraps of indigestible information and all the fine talk about the value of classics as an intellectual training? Is the only way of imparting a "living interest" to the classics to make our school editions into badly chosen photograph albums?

With regard to the exercises for retranslation which form a feature of many modern editions, it is often found that they

are too easy to be of much use except for *viva voce* work. If well done, such exercises should be invaluable (much better than "Lists of Idioms") for enlarging a boy's vocabulary and store of idioms, and improving his style generally, though one may doubt whether the old Elizabethan way of letting the boy make an idiomatic written version and retranslate it is not better. In any case, there is no reason why this feature should be confined to elementary books. How many editions of (say) a speech of Cicero have such exercises?

What, then, should be the character of the ideal school edition? Something like the following may be suggested. The introduction should aim at presenting the author and his subject in the most vivid way. The pupil, as a rule, has plenty of intelligence, but is astoundingly ignorant. His intelligence should be stimulated and his curiosity aroused; he must be told what to look for in his author, who should be put in his true historical perspective. Mere dates and historical facts are not enough. A little literary criticism will do no harm. A model of its kind is Page's introduction to Virgil, though it is intended for rather older boys. "Yes," it will be said, "this is all very well, but the boys won't read it." Of course they won't—the master must read it with them. This is essential: at this stage the boy has no ideas at all worth mentioning about the ancient world, unless he has been exceptionally fortunate in his early teachers. But a well written introduction would form material for about half-a-dozen most interesting and valuable lessons. "But they won't get any questions on this at the 'Locals'!" This is unanswerable. One can only say: (1) That they *should* get such questions at the "Locals"; (2) that examining bodies should encourage the choice of unseens rather than of set books; (3) that otherwise such examinations have fatal effects on the teaching of classics, and do far more harm than good.

The text should have in every case a few selected critical notes. A few editions already have. In spite of frequent assertions to the contrary, boys *can* be interested in "various readings," and nothing is more valuable for sharpening their critical powers, and often for training their literary judgment. Later, in the case of verse authors, questions of text may do more to make a boy appreciate the more subtle poetical beauties of his author than anything else except actual verse composition, which for most boys is out of the question.

With regard to notes, there are these alternatives: the principle of the fewest possible notes, leaving the bulk of the explanation to the master, and the principle of explaining all reasonable difficulties. Now, the advocates of the first method prefer to explain points orally and then dictate a note; but probably in nine cases out of ten a note thus dictated will coincide substantially with that of an ordinarily efficient edition. If so, it seems a waste of time to dictate it, apart from the probability that the editor of a text will have a better knowledge of his author than the average teacher. Nor need one admit that the advocate of more copious notes takes less trouble in oral explanations. On the contrary, he has in the printed note a text which he may amplify, explain, or criticize, as the case may be, while there is nothing to prevent him from supplementing the printed by a dictated note.

This being the case, I do not hesitate to defend the old system of fairly copious notes, merely remarking that care should be taken to get the best editions, and that the most valuable notes should be carefully marked by the pupil. The editor's duty will be to see that he honestly explains all real difficulties—if possible, giving the pupil material to form his own judgment. It is not at all fatal to err on the side of excess. The real waste of time is that a boy should spend an hour floundering about in a hopeless muddle, when a word would set him right. If it is objected that this method makes the lesson too easy and minimizes mental effort, it may be replied that it is the editor's business, as well as the teacher's, to see that this does not happen.

A word about more advanced editions may be added. I assume that when a boy has been studying classics for about three years, he should begin to try to get (1) a general knowledge of ancient history, antiquities, and literature; (2) a sense of style; (3) power of grappling with detailed points

of grammar and criticism; (4) a comparatively minute knowledge of the most important authors or of parts of them.

It will be allowed that it is better that this knowledge should be got from texts actually read—or at least based on them—than from dictionaries and compendiums. If so, the following method may be suggested. A boy's reading may be divided into two parts: books "to be tasted" and those "to be chewed and digested." The first class includes books which must be read, if knowledge is not to be too restricted and one-sided; the second, those which are of primary importance as literature, such as Virgil, Horace, Livy, the Greek Drama, Homer (Herodotus, Catullus?), and particularly those on whom the boy's style is to be formed,* in which I include only Caesar, Cicero, Thucydides, Demosthenes, and Plato.

Now, in the case of the authors "to be tasted," much more should be read than usually is, but the difficulty is that there are few suitable editions in English, though there are many in French. For instance, I should like an edition of Lucretius, with a full introduction, like Lee's or Merrill's, and a selection of the best passages—and perhaps one or two of the worst—something like Dymes's in English, Pichon's in French. If a boy read rapidly on this plan 1,400 to 1,500 lines (which would include all the best), he would have a much better knowledge of Lucretius than one who had spent twice or thrice the time on Book V only (an equal amount), as is usually done.

This plan might be extended to many authors. The names suggest themselves of Pindar (*vide* King's "Myths of Pindar"), Thucydides, Herodotus, Attic Orators (Jebb), Plato (though one whole dialogue should be read, not a very early one), the "Hellenica" (for style), Theocritus (Lucian, Plutarch, some Aristotle?), Plautus (most plays would gain by drastic excision; anyhow, let us drop the dull "Trinummus"), Terence (?), Lucretius, Catullus (expurgation here is nearly enough), the Elegiac Poets (very little), Horace, Virgil, Livy, Tacitus, Juvenal, and Cicero's Rhetorical and Philosophical works, which contain easy and delightful pages of magnificent Latinity.

What is most needed is a book of copious selections, with a good, long introduction (which would really *introduce* a boy to his author), of which the text would be a series of ample illustrations, short notes (consisting chiefly of brief helps in hard places, references to the introduction, and cross-references), with a good index collecting examples of the topics treated of in the introduction and notes. If the help in the notes were judiciously given, not only could much larger portions be read in class, but a boy could read on his own account with profit and pleasure.

In the few cases where a book is to be thoroughly digested, nothing but the best is good enough for the schoolboy. The mind of a well taught boy is astonishingly receptive and "soul-hydroptic with a sacred thirst," and seed sown in youth returns after many days. (It is assumed that a boy with no taste for literature will have dropped classics by this time.)

This is the time when the young scholar should lay the foundations of his scholarship and acquire the various kinds of learning enumerated, as expected from one who begins to read for Honours at Oxford or Cambridge. School editions are well enough in their way, but a boy by this time wants more, for countless avenues are opening out to him in all directions. It is essential that there should be at least one copy of the great editions accessible to him. The master will read out, explain, and discuss the most important points, but the boy should learn to quarry for himself, and, above all, to cultivate independence of thought, "*nullius addictus iurare in verba magistri*." For the value of this training is not so much in information gained as in the acquisition of scholarly habits, and in knowledge of the methods of great scholars rather than of their conclusions.

Therefore, to take Homer, after a boy has read a book or

* I should like to put in a word for using prose authors instead of verse for repetition; the passages should be fairly simple and *typical* of the author—not "purple patches."

two of the "Odyssey" as rapidly as possible, give him Leaf's "Iliad," with Monro's Introduction or Jebb's Handbook. Let him go through at least Book I point by point; legitimate hiatus, the meaning of αἶολος, the spelling of νῆδυμος, the readings of Aristarchus, and so on. By all means let him use "Lexilogus" if it is accessible, for there could be no more valuable lesson in method. Then let him forget it all, if it so chance; but he will have had a lesson in scholarship, and literature too, which he will never forget. Nor will he love his Homer less.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

A word of greeting with the New Year, greeting not empty, but full of kindest meaning, to our brethren beyond the ocean—to those whose business is with the school as teachers or administrators—to those who see in the spiritual concord of America and Britain a sure guarantee of peace and progress for humanity, and seek to promote that concord by the early removal of prejudices, by the mutual study of institutions, by co-operation in the furtherance of education and scientific research. What do statesmen, diplomatists, or senators matter if the two hearts of the nations beat as one? May the New Year make even more than the Old for Anglo-American unity!

Let us glance back on education in the United States during the last twelve months. Under the date, March 28, the Commissioner of Education wrote:—

**Non vanam
portantia verba
salutem!**

"America inherited most of the content, form, and spirit of the education of its schools from Europe; but from Colonial times until now there has been an ever-increasing tendency to adapt these more closely to the needs of life in America and to the American spirit of service. This tendency has been given unusual impetus by the exigencies of war through which we have just passed, and of readjustment through which we are now passing." For America the education that will make Americans! Tendency is exhibited in two ways: by measures that find a place in the Statute-book and by movements towards reform. The trend of legislation may be illustrated from the State of New York, whose Legislature passed three significant measures in 1919: (i) a compulsory continuation-school law, to become operative in 1920; (ii) an illiteracy law, dividing the State into zones for the more effectual dealing with illiterate adults; and (iii) a salary law, increasing the pay of teachers throughout the State. Continuation, the reduction of illiteracy, an improvement in the status of the teacher—these are now prominent objects of American schoolmen. Turning to movements, we signalize as important that for extended physical education. During the war, military statistics revealed grave deficiencies in the national health; on the other hand, the training camps proved able to convert "the flabby into the robust, the lackadaisical in spirit into the exuberant" (*The Dial*, September 20). The defeat of military training in schools by the peaceful minded must not be allowed, it is urged, to carry with it the defeat of all organized physical training; and what the camp could do the school must do. To achieve this result through compulsory measures in the public schools, the Playground and Recreation Association of America has established a national physical education Service to spread enlightenment and to stimulate legislation. Another interesting movement relates to language. November was marked by an American Speech Week—a celebration intended primarily to develop a strong public sentiment for a common speech that shall be at once clear, pleasant, and forceful (*The English Journal*, VIII, 7). It is a reform in which Britain might well collaborate with America; only we must first lay aside the notion that the particular dialect of English dominant in England is the one standard of correctness and hall-mark of gentility.

Progress in the United States is mainly in the field of organization: in the organization, for example, of the junior high school. Or it affects methods and curriculum. Thus, the General Education Board has lately appropriated 16,000 dollars for the use of the National Committee on Mathematical Requirements, which will study possible improvements in the mathematical curriculum of secondary schools. But organization and curriculum cannot be detached from the general theory and philosophy of education, in which domain it seems that America lacks an inspiring leader. In the *Educational Review* (LVIII, 5), President Butler, who now, after twenty-nine years of service, lays down the editorship of the

Review, laments that, since the death of William Torrey Harris, "American education has had many conflicting voices, but no clear dominant note of leadership," and he speaks contemptuously of the prevailing "parodies on educational philosophy." Perhaps in this same domain England likewise needs some Master having knowledge, imagination, and intellectual power. We want instruction how the new "education to democracy" is to be also education to the highest development of man.

FRANCE.

There are Bills, such as Mr. Runciman's of 1912, which remain Bills, and there are Acts which will not act, or are not put into action. Whether the Bill lately introduced by MM. Pierre Rameil and Pierre Laval into the French Chamber becomes operative or not, it is profitable for instruction and as an indication of sane tendency. Its title is *Proposition de loi pour le droit intégral du peuple à l'instruction*. Now, *droit intégral* to education is a thing different from a right to *instruction intégrale*, and the French Bill, applying what we have called the Doctrine of the Sieve, would search the whole mass of the people for the best instruments of social service. The war, says the *Exposé des motifs*, has decimated the *élite* of French youth, which now must be recruited from the proletariat, that eternal source of national renovation. In the fierce competition about to begin among nations, France, through the insufficiency of its birth-rate, will not have the advantage of numbers; the more reason that it should have the advantage of quality in its citizens. The principle that should be followed is that of Condorcet: to prepare every man for the social functions to which he has a right to be called, to develop the talents with which he is endowed to their full extent, and so to establish a real social equality. How is that principle to be put into practice? Let us set forth the proposals of MM. Rameil and Laval as succinctly as we can.

Under their Bill, at the end of the school year in which he has completed his twelfth year (or earlier in the case of those with an unusually good school record) every pupil, boy or girl, of a public or a private school is bound to undergo an examination for passage to secondary education. The results of this examination will be determined by (i) the school record of the pupil, as exhibited in a *livret scolaire*; (ii) tests prescribed by the Minister of Public Instruction to discover intellectual development; and (iii) tests of experimental psychology, calculated to ascertain as exactly as possible the natural aptitudes of the pupil. The Examining Board will comprise a representative of primary education, one of secondary, and one of technical education. Every successful candidate will receive the title *élève de mérite*, pupil of merit. Such pupils will be divided, according to the circumstances of their parents, into two classes, paying pupils of merit and scholar pupils, the former holding the title as an honour, to the latter being offered a national scholarship (*bourse nationale*). The scholar pupils (*élèves de mérite boursiers*) will be assigned, according to the wishes of their parents, their own aptitudes, and the social demands of the moment, some to secondary schools, others to higher primary schools, and others again to technical schools. In case of need, the parents of these will receive an allowance to compensate them for the temporary loss sustained from the fact that their children do not engage at once in remunerative work. The scholarships are tenable only in State schools; both State and private schools will continue as now to offer secondary education to paying pupils, successful in the twelfth-year examination or not.

There is a continual use of the sieve; for a non-paying pupil of merit may lose his title at the end of any year if his work in it has been unsatisfactory, and in like case the scholar pupil may forfeit his scholarship or be transferred to a different class of school. Again, the sieve is not a mere examination: there is to be a repeated probing by various means of aptitude as well as of attainment. For the first sifting all children must present themselves—the State must have the choice among them all. But how if a poor parent refuses the proffered *bourse*? The prospect of an allowance is an inducement for him to accept. As to finance, free secondary education would be impossible in France, where already a sum of ten million francs a year is disbursed in aid of *lycées* and *collèges*; and the parent willing and able to pay higher-school fees may fitly do so. The scheme is all excellent and worthy of close study in England (Text of the Bill in *L'Ecole et la Vie*, III, 6). For, indeed, wild, uninformed talk has been misleading the multitude. Our Ministers used to speak in one breath of "national education" and "the ladder"; whence the newspapers inferred that every English child was to be converted into

**Measures and
Movements
in 1919.**

**The Means
proposed.**

**Excellence of the
Scheme; and some
Reflections.**

**Wanted—
a Leader.**

a Master of Arts at the expense of the Treasury. The idea still lingers that all are entitled to *instruction intégrale*—to primary, secondary, and higher education. We say once more that the right of a child, of whatever class, is to the education by which he, with his natural powers and aptitudes, can best profit; and that is the education which it is for the interest of the State that he should receive. It is the task of pedagogy to find nice methods for estimating those powers and aptitudes; it is the business of the State to provide for their development without regard to social rank or wealth.

GERMANY.

At München, Dr. Kerchensteiner, well known in England as the German protagonist of Vocationalism, has resigned office as Schulrat. The pedagogue, Prof. Rein of Jena, still better known here (extracts from his books are now published at Leipzig by Reclam), writes in *Der Tag* (No. 191) of the functions to be assigned to the new Reichsschulamt, or Imperial Bureau of Education. It will examine all questions affecting the whole Empire, such as uniformity of the requirements in examinations and the minimum of attainment to be reached in schools of various classes, will collect statistics, and will promote the establishment of an imperial school museum and a pedagogic library. In Prussia, ordinances of the Minister for Wissenschaft, Kunst, and Volksbildung direct the formation in all schools of Parents' Councils (*Elternbeiräte*), competent to deliberate with and to advise, but not to override, the school authorities; the *Elternbeirat* must be heard, for example, before a boy is expelled, but it cannot prevent his expulsion. This is a wise endeavour to eradicate the old baleful opposition between school and home in Germany. Progressive, too, is the admission of primary teachers to the university. The Students' Committee (*Allgemeiner Studentenausschuss*), in assembly at Greifswald, showed indignation thereat; but they were reminded that they too might now become primary teachers! It is, however, religion that forms the storm-centre in the German educational world. As we said last month, the New Constitution allows schools of three kinds: the denominational school (*konfessionelle Schule*), the mixed or omnidenominational school (*Simultanschule*), and the secular school (*religionslose Schule*). Parents in any school district may demand the opening of a school that will teach in accordance with their views; but no concession will be made that might prejudice the general working of the school system, and minorities will not be permitted to deplete efficient schools. The details of organization will be formulated in a Reichsschulgesetz, or Imperial School Law, now being prepared. Meanwhile there are fierce quarrels between denominationalists and omnidenominationalists, between secularists and the defenders of religion. In every school parents are entitled to withdraw their children from the religious instruction offered; each party alleges against its rivals undue pressure on the parents to exercise or abstain from exercising this right. That a large majority of the German people are for religious education of some sort is certain. Avalanches of petitions in favour of it fell on the National Assembly at Weimar when the question was under debate. In Bavaria, at a recent date, only 490 claims for exemption from the lessons in religion had been made. Yet the Socialists, if they yield for the moment to the will of the majority, are resolute for the secular school. They talk of Sunday schools in which secularism is to be taught. The Independent Socialist, Ernst Däumig, has composed a People's Catechism, to take the place of the Church Catechism, and to inculcate belief in humanity in place of belief in God. Instead of Confirmation, there has been introduced a Jugendweihe, or Consecration of Youth—boys and girls paired enter arm in arm, listen to addresses by Independent Socialists, and eat meanwhile slices of bread as a luncheon! More interesting than such parodies is the just reported decision of Schwarzburg-Rudolstadt to make religious instruction historical.

INDIA.

The Report of the Calcutta University Commission has excited general interest and, as it seems, a large measure of approval. Thus, *Indian Education* (XVIII, 3), emphasizing the advantages that the Commission derived from a knowledge of the younger English universities, writes: "The Commission made its recommendations with the modern English university as a guide and with the conditions and needs of India in view. If these recommendations are applied wisely and not slavishly whenever a university is reformed or established in India, there is no reason why Indian universities should not become strong as seats of learning and wisdom, or why they should not prove a great asset in times of national stress and

strain." A Bill for creating, as the Report advised, a Dacca University (to be a teaching university in the fullest sense and not constituted of affiliated colleges), was promptly introduced. The Government of the Punjab has set up a Committee to consider how far the recommendations of the Calcutta Commission may be applied to the Punjab. Passing from the Report, we note briefly that the Government of Bombay has adopted a policy that will greatly encourage the development of Arts colleges, and that the scheme for a Ceylon University College (to be affiliated eventually to the University of Oxford) is being elaborated. Burma has withdrawn recognition of the London Matriculation Examination as a qualification for Government service.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The question of compulsory Greek at Oxford seems to have reached a critical stage. At the last meeting of Congregation the amendment of the Greek Committee which would have retained compulsory Greek at Responsions for all taking the Honours Schools, except of science and mathematics, was rejected by 123 to 104. Prof. Murray's proposal to include the study of a Greek book in a translation apparently in addition to one of three alternatives, all of which involve a knowledge of the language, was adopted by 166 to 43. Finally, the principle of optional Greek for all was reaffirmed. The supporters of compulsion intend to call up Convocation, and there is little doubt that that body will reject the present proposal, and we shall all be just where we were at the beginning of the year. There is, we believe, a faint possibility that some further compromise may be attempted—with success, we hope sincerely. It is high time that this important question was settled. Not only the public but many State-aided secondary schools are interested in the matter. Pupils in the latter schools are now practically compelled to follow curricula arranged under the Board's Regulations for Advanced Courses if they stay at school, as they ought to, until they reach the age of eighteen. Unless the advanced course is classical in character it is in practice impossible to arrange for any Greek. Under the old regulations, therefore, the best pupils in these schools are discouraged from thinking of Oxford at all unless they intend to take classics. The amendment of the Greek Committee would have admitted the science students, but not the modern studies people. The majority of teachers in these schools are in favour of more latitude in the choice of subjects demanded for entrance to the Universities, provided, of course, that a balanced general education is demanded. But the Greek question is only part of a larger—the relation between the Board's courses and the regulations for entrance and for scholarships at the Universities. At present there is opposition between the two, and, in the interests of Universities as well as of the schools, the whole question should be considered and an agreement reached.

A statute is to be introduced next term by which a Delegacy for women students is to be established at Oxford; women are to be allowed to matriculate and to take degrees; they will become members of Convocation and be qualified to act as examiners, &c. If this statute be approved it will be followed by others qualifying women to be members of Congregation, to be elected to the Hebdomadal Council, and to sit on Boards of Faculties.

MANCHESTER.

The University of Manchester is finding, like all other Universities, that greater demands are being made upon it than it can meet. It is therefore making an appeal for £500,000 for general purposes and for £150,000 for an addition to the buildings of the College of Technology, which was the first of its kind in England, though the Imperial College of Science and Technology is considerably larger. The Manchester College is, however, filled to overflowing, and the site on which the extension is to be erected has already been purchased, and it is stated that it will double the accommodation for students and more than double the facilities for industrial research. The appeal has been commended by many of the leaders of the textile, engineering, and chemical industries in Lancashire, and £70,000 has been promised already. The £500,000 needed by other departments of the University may not offer the same prospects of immediate gain, but, in the long run, it will prove to be quite as good an investment for the nation. The appeal is recommended to everyone who is interested in the development and extension of University education, whether in Manchester or elsewhere.

(Continued on page 34.)

THE NEW ASTRONOMICAL MODEL.

Specially designed for use in Schools and Colleges by WILLIAM WILSON, M.B., C.M., F.R.A.S.

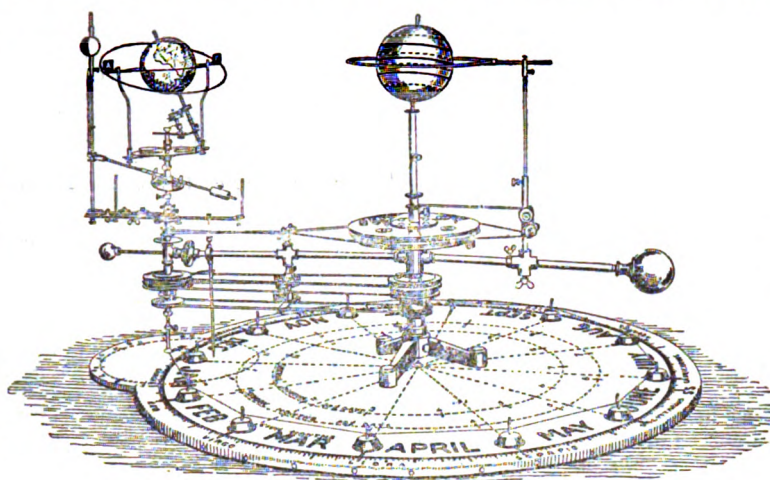
STRUCTURE.

MATERIALS EMPLOYED.

Polished Steel, Lacquered
Brass, Mahogany Wheels,
Cast Iron Tripod, Papier
Mâché Globes, Cloth Dial.

SIZE OF MODEL.

Cloth Dial, 3 ft. 6 in.
diameter.
Earth's Orbit, 3 ft. dia-
meter.
Globes, 6 in., 4 in., and
1 in. respectively.



WORKING.

The Initial Motion (earth's yearly revolution) is given to the Model by the hand on the Balance Weight, and from this Initial Motion all the other motions are derived automatically.

Educational capabilities of the Model—Motions reproduced—Phenomena demonstrated—Public demonstrations given—Letters of appreciation received, &c., &c., will be found in *The Journal of Education and School World*, Dec. 1, 1919, p. 813.

THREE FEATURES OF GREAT PRACTICAL IMPORTANCE

in relation to the use of the Model in Schools.

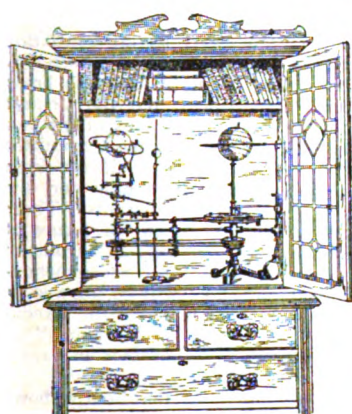


Fig. 1.

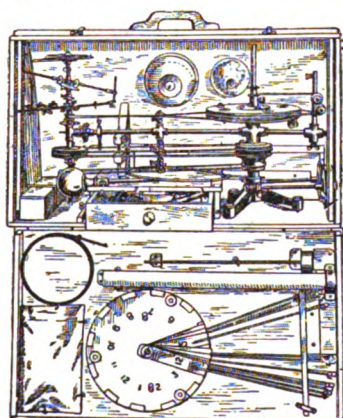


Fig. 2.

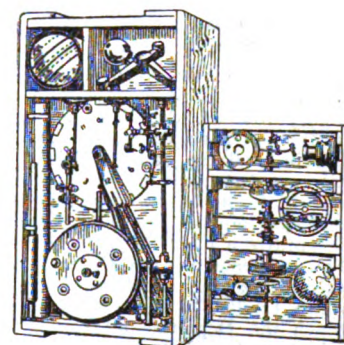


Fig. 3.

1. **The Model when not in use** occupies very little space (an important consideration in any school) as the principal part of the apparatus is entirely separate from, and merely stands on, the underlying base. The Model can easily stand in any ordinary book case or cabinet, from which two shelves have been removed (see Fig. 1), as the space it occupies is only 36 in. long by 28 in. high by 10 in., from back to front. The base can stand behind the Model in the Cabinet, or hang in its entirety on the wall, or be taken to pieces and its constituent parts (see lower part of Fig. 2) be placed with the Model in the Cabinet.

2. **The Model in portable case for conveyance by hand.** The conviction has often found expression (and by no one more confidently than by the Chairman of the Books and Apparatus Committee of the L.C.C. Education Board) that the Model is just as much needed for Elementary Schools as for Secondary, since most of the Phenomena it demonstrates are concerned with facts which should be understood by all, and which the use of the Model renders easily intelligible to any boy or girl. If the Model is thus to be extensively used in Elementary Schools, their very large number will probably necessitate Education Authorities allocating one Model for the joint use of a group of schools. Such a requirement is fully met by the use of the portable case (Fig. 2) carried by a handle at each end, and weighing, with the Model and base all complete, about 60 lb. The Model has thus been conveyed on over 50 railway and 100 taxi journeys without the slightest harm accruing.

3. **The Model as packed for safe transport by sea and land.** The whole of the mechanism at the Earth end of the Model is detachable *en bloc*, and in this condition is packed in an inner case by itself, as shown in Fig. 3. This inner case occupies the lower half of its containing packing case, and allowance is made for an inch of wood-wool packing above and below and on all four sides. It is separated by a false bottom from the upper half of the case which contains the other parts of the Model, securely packed, and where desirable bolted in position. Perfect safety in spite of possible rough handling during transport is thus secured.

For full particulars see the 16 page Illustrated Pamphlet, post free 6d., obtainable from—

Dr. WILLIAM WILSON, 43 Fellows Road, London, N.W.3.

For forthcoming Demonstrations see page 67.

GENERAL.

The chief educational proposal of the British programme for the celebration of the "Mayflower" and the "Pilgrim Fathers" tercentenary, to take place next year—for which the Anglo-American Society is responsible—is as novel as it is valuable, namely, that a chair in American history, literature, and institutions should be instituted to promote these studies in all British Universities. It is not suggested that this chair shall be attached to any particular University; on the contrary, the scheme provides that it shall be held for one or two years only, alternately by an American and a British scholar or public man. The need for some such chair will be understood when it is pointed out that a readership at King's College, London, is at present the only form of teaching and study of the English-speaking American community of one hundred million people. The Society appealed for £20,000 for the endowment. Sir George Watson, Chairman of the Maypole Dairy Company, has given this sum, and the readership will bear his name.

Manchester is not the only University appealing for financial assistance; scarcely a single English University, thanks to the congestion due to the abnormal influx of students and to the increased demand for educational facilities, can pay its way. London in particular is feeling the strain. University College is asking for £100,000 to reconstruct and re-equip its engineering buildings, and King's College is in urgent need of new engineering laboratories. The actual cost of these, amounting to £5,000, is being borne by the London County Council; an old student has given £2,000; and, finally, the Government are being asked to make an annual grant of £2,000 towards upkeep. Oxford receives £30,000 from the Government Emergency Grant, and is already distributing it. Science in one form or another takes a large part; the Bodleian Library, £1,000; and the School of Geography, £750. The Vice-Chancellor of Liverpool University, while congratulating his Court on the fact that the end of the war found them with a deficit of only £2,000, was, nevertheless, forced to add that he foresaw the need for an expenditure of at least £1,000,000 during the next five years, the most urgent matter being a new chemical laboratory which would cost £200,000.

WALES.

The Departmental Committee who are inquiring into the organization of secondary education in Wales have taken a novel course to elicit the opinion of the public on the educational problems

Conferences on Education.

arising out of the recent Education Act. Instead of being satisfied with the ordinary procedure of collecting evidence and examining witnesses, they have also arranged a series of conferences in different parts of Wales. Two have already been held, one at Cardiff, and the other at Rhyl, and it is proposed to hold two more, at Swansea and Carmarthen. There is a great deal to be said in favour of this plan, as it creates interest in educational problems among the public and also gives the Departmental Committee a truer insight into the opinions of Wales as a whole. The existence of the Central Welsh Board at once tends to differentiate the problem of organization in Wales from that which England will be called upon to solve. The main question which the Departmental Committee will have to decide is not only how far Wales is to preserve its educational autonomy in the future, but also whether the recognized and unqualified success of the experiment during the past twenty-five years does not justify an extension of our powers of local control. All other matters are in reality subsidiary to it, and therefore the chief attention of the Conference should have been focussed upon it.

At the Cardiff Conference, unfortunately, Sir Isambard

The Cardiff Conference.

Owen, who had been delegated to discuss the constitution and powers of the new Central Education Council for Wales, hardly touched upon them, so that the afternoon conference was singularly unproductive and unenlightening. His address on commercial education was no doubt well thought out, but, as it had no relevancy to the matter in hand, it made but little impression on the conference. The subsequent speeches, however, showed quite clearly that there exists a strong body of opinion in favour of retaining and even extending our educational autonomy, though the majority of them lacked definiteness and therefore, we fear, gave the Commissioners but little guidance. Mr. Lleufer Thomas had some interesting suggestions in his paper on the National Library and the National Museum, in which he outlined a scheme for circulating books and objects among the schools in order that the advantages of these institutions might become more widespread. Dr. Hoyle, the Curator of the Museum, on the other hand, described this plan as "a pernicious heresy!" In the morning session the discussions, on the whole, were more relevant and fruitful. It was encouraging to note how the Labour

representatives displayed a genuine enthusiasm for secondary education, and how, contrary to the general opinion, they condemned too much specialization and emphasis on vocational training, and rightly insisted on a broad foundation of general culture in the schools. But the conference failed to arrive at any definite scheme of differentiation of types of schools, as it was evident that there was much divergence of opinion on the question. Dr. Stanley Watkins made valuable suggestions as to the linking up of our system of education with English and Continental systems, advocating the formation of a central body whose duty it would be to collect opinions and data on all educational questions. This plan seemed to commend itself to the conference as a whole, and no doubt when larger questions are settled an attempt will be made to give effect to it.

At the Rhyl conference Sir Harry Reichel gave a valuable history of the development of our intermediate education, from the passing of the Act of 1889, and, in the course of his address, referred to the mischievous effect of dual control and the danger of over-organization. Neither of these dangers was apparent when our secondary system was started. Of the two, he regarded the second—over-organization—the more formidable mischief because it was more insidious. Mr. J. C. Davies, Director of Education for Denbighshire, dealt with the question of local administration, which, he said, had become exceedingly difficult under present conditions. The only solution for it is in a combination of several counties, as a wide area is essential for effective work; and, generally speaking, all the speakers were in favour of reducing outside interference with our educational work to a minimum and of strengthening our grip upon it.

The half-yearly meeting of the Central Welsh Board was held at Chester on December 4. Chief interest centred on the "case" which the Board had prepared for the Departmental Committee, though the memorandum prepared by the Executive Committee was approved with but few alterations. The memorandum contained a fairly exhaustive summary of their activities from their inception, showing how greatly their work had increased during this period. This record of progress, they claimed, fully justified them not only in asserting their right to the maintenance of their present powers but also to an extension of their responsibilities. All forms of education, below the University stage, should be controlled under a single body, otherwise such questions as differentiation and co-ordination become practically impossible of a satisfactory solution. This assertion of their claims naturally tends to bring them into conflict with the Welsh Department, but the Central Welsh Board do not indicate how the relative positions of the two bodies can be best adjusted. This is wisely left to the Committee of Inquiry—though the memorandum asks that a certificate from the Board should be regarded as sufficient not only for the Treasury grant, but also for all other Government grants. There was also a short but rather animated discussion on the future of the Junior Certificate. Lord Sheffield was strongly in favour of its retention, but the Board finally approved of the recommendation of the Executive Committee that no school will be allowed to present candidates at this stage unless it can prove to the Executive Committee that it is desirable on "educational grounds" to retain it. So far about a dozen schools have not sent in candidates for this examination.

Some instructive statistics were presented to the Board showing the condition of the schools. The numbers in attendance, for instance, in the year 1918-19 were 20,274, which represents a total increase of 1,091 over the preceding year. Since 1914 the attendance has increased 42 per cent. It is also interesting to learn that the preponderance of girls over boys has increased during the war. Last year they composed 58 per cent. of the total attendance, and above the age of fifteen there were nearly twice as many girls as boys. The explanation of this fact is probably that more girls enter the teaching profession, which necessitates their attendance at school up to seventeen years of age at least. The report also refers to the great shortage of experienced teachers after the losses caused by the war. There has also been an embarrassing amount of overcrowding in the schools, so that work in the schools generally has been carried on under great difficulties. These two problems are so serious that local authorities should deal with them as urgent matters if our progress is to be maintained.

This Court was also held at Chester, on Friday, December 5. A letter had been received from the Prime Minister stating that the proposals for the reconstruction of the University seemed, on the whole, to fulfil the conditions laid down—that the recommendations of the Royal Commission should be adopted in the main.

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He, however, desired a further discussion with the University on some of the points, including finance, and he therefore suggested the appointment of five representatives of the University and five representatives of Local Authorities to confer with him. Lord Kenyon and the three Principals, together with the Chairman of the Central Welsh Board, were appointed to represent the University. It is, therefore, clear that we shall not have to wait long before the reconstructed and reorganized University will be in being.

The position of Latin in the Matriculation Examination was the subject of a special report from the Senate. It claims that the University of Wales has gone as far as any British university in the relaxation of its requirements as regards Latin. At present, for the original requirement of Latin from all candidates, numerous alternatives have now been provided. Latin is, therefore, a necessary subject of school study only as far as it is implicitly required by the regulations for the degree in arts. The substantial question now raised is not whether Latin should be compulsory in Matriculation, but whether the schools should be indirectly compelled to teach it for the students who intend taking the degree of Bachelor of Arts, in which Latin is an essential subject in all British universities.

The University of Wales proposes to confer honorary degrees on the following, among others:—M.A. on

Honorary Degrees.

Mr. Roger W. Jones, the late head master of Pengam School; and on the Rev. D. H. Williams, Chairman of the Central Welsh Board. We are pleased that the University has thought fit to recognize the work of persons who have been engaged so long in the cause of secondary education.

At Cardiff the first joint conference of several educational associations was held. The Association of Technical Institutes, the Welsh County

A Federation of Teachers.

Schools Association, the Assistant Masters and Assistant Mistresses, and the University had sent representatives to it. The draft of the constitution was considered, and the aims and objects of the Federation were discussed. The National Union of Teachers resolved to stand aloof on the ground that their organization is sufficiently wide in scope to include all. Fortunately this did not deter the other associations

from proceeding with the formation of the Federation. Mr. W. H. Bush, of Swansea, is the Secretary *pro tem*.

SCOTLAND.

The minimum national scales have divided Scottish teachers into contending sections. On a recent occasion an important education authority had before it representations on salaries from a head masters' association, an infants' mistresses' association, Men's Educational Union, Women's Educational Union, a provisional association of primary teachers, a secondary district branch of the Institute, and the local branch of the Institute. Some of the authorities have taken advantage of the multitude of conflicting interests to play off group against group; but this particular authority took the wise course of ignoring all the appellants except the local branch of the Institute, with which, as representing all the various sections of the profession, it carried through the necessary negotiations. The one hopeful feature of the situation is that, despite threats to withdraw from membership on the part of the more deeply discontented, all the groups seem to recognize that they must remain inside the Institute. Probably the first thing that will cure this evil will be the need for common action.

Right into the midst of the contending sections the Education

The Education Department and the Scales.

Department dropped a bombshell in the form of a letter to the Ayr Authority. That authority was one of the first to forward a salaries scheme to the Department with provision for the ultimate equalization of graduates and non-graduates, and it had all its plans made for paying up the difference between the old salary rates and the new back to May. About the beginning of the month the scheme was returned, seemingly on the ground that the categories of teachers recognized did not correspond with those of the Department's scale. This in itself was bad enough, because it involved further delay in the institution of the scheme, after expectations had been aroused. But the accompanying statement that the Department would not guarantee grants in aid of salary expenditure beyond the national minimum, and the suggestion that approval might be withheld

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till all the authorities had submitted their schemes, were even more disquieting. Everybody knew that the Education (Scotland) Fund was limited, but the general belief was that it was ample to allow payment up to at least 50 per cent. of the expenditure on salaries, as had indeed been promised in the minute of April last. But why should the Department go out of its way to say the obvious? Some teachers were inclined to think that the statement had been made with the view of scaring the authorities into greater economy. The Executive of the Institute seems to have taken a different view and read into it the possibility of the payments proposed by some of the larger authorities to put non-graduates on the graduate scale not being recognized as expenditure for grant as an element in the Minimum National Scale. Whatever the meaning of the letter, the Department was probably surprised at the volume of protest the letter evoked. Permission was speedily forthcoming to the Ayr Authority to proceed with its scheme, and a minute appeared defining more precisely the nature of the Department's undertaking regarding grants to the authorities.

For many weeks back the most vehement objections have been made by Highland Parish Councils to the issuing of assessment notices for the collection of the education rates. This movement, which has been aided and abetted by great territorial lairds and by ministers of the Church, has taken various forms, from simple protests to point-blank refusals to levy the rates. The cause of complaint was the large increase in the cost of education in consequence of the Education Act, which, according to an oft-repeated contention, was passed without proper consideration on the part of the rate-payers. The rates in some parishes certainly look formidable, and, even after discount has been allowed for an exaggeration due to peculiarities of the system of valuation and assessment, the amount is probably excessive in most parts of the Highlands, with their sparse populations and their proportionately expensive schools. The common demand made by the protesters was that the Government should contribute 80 per cent. of the cost of education to necessitous areas. That there was ground for the claim is virtually admitted in the minute already mentioned. Most of the education authorities are promised 50 per cent. more or less, according as funds are available, of their approved expenditure. But Argyll is to get 60 per cent.,

The Highland Revolt.

Inverness and the northern counties 75 per cent., and Shetland 80 per cent. The pity is that this concession is only made now when it may seem to be a yielding to threats, and that men who might have been expected to uphold the law should have made themselves parties to illegality. Why was this obvious difficulty not foreseen?

The Authorities' Scales.

Several of the larger authorities have published their salary scales, presumably with the view of putting their teachers on a satisfactory footing before the close of the year. For the most part they stick pretty close to the fixed scales, contenting themselves with making it possible for non-graduates to attain to the graduate maximum at long last and limiting their generosity to cases of special hardship. The former boon is much appreciated by the teachers, who appreciate the obvious desire of the authorities to meet their views in regard to existing teachers. Much the best of the scales made public is that of the Glasgow Authority. Practically every figure in the Minimum National Scales has been increased by £50, and the mean £5 increments for women in the early years of service have happily disappeared. Only in one single case does a figure in the Glasgow scales fall below the scales submitted to the Salaries Commission by the Educational Institute. Yet Sir Charles Cleland, the Chairman of the Authority, in moving the adoption of the scheme, stated expressly that even yet the teachers were by no means overpaid. It is a pleasing fact that in Glasgow and some of the other centres the teachers were taken into the counsels of the authorities all through the preparation of their scales.

The Duchess of Atholl, in urging the claims of teaching as a profession on the women students of Glasgow University, after she had received the Degree of LL.D., asserted that the new education authorities are more enlightened than the school boards they have displaced. If many of them show the enterprise that characterizes the Perth Authority, of which the Duchess is an active member, the assertion will be justified. That authority, facing the facts of a difficult situation boldly, recently convened a two days' conference of all its teachers, to the number of six hundred, to discuss the problems of religious and sex education. The meetings, which were held on November 28 and 29, were

(Continued on page 40.)

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addressed by a number of trusted experts: the Rev. Dr. Herbert Gray, Prof. J. Arthur Thomson, Dr. James Knight, Miss Norah Marsh, Mrs. Gordon Blackie, M.D., and Mrs. Laing. In order to secure freedom of discussion the proceedings were conducted in private session. As might be expected, a good deal of what was said was too vaguely general to be of much practical value, but one or two of the addresses (notably the summing up of Prof. Thomson) were definite and to the point. The great thing, in any case, was that such a conference should be held. Problems like that which occupied it will find solution only after much thought and effort, such as an interchange of views promotes. Mr. Munro, the Secretary for Scotland, showed the importance he attached to the gathering by his presence on the closing day.

Consequent on the provision in the Education Act that the education authorities are to contribute to the maintenance of the training colleges in proportion to the number of teachers in their service, the existing committees for the training of teachers are completely reconstituted. The

four University centres are still to have their provincial committees (drawing their members from authorities, Universities, central institutions, the Educational Institute, and the churches in fixed proportions). These committees, however, are to have less power than their predecessors nominally enjoyed, their main occupation being the management and supervision of their respective colleges. The real power is vested in a National Committee of forty-seven members, representing all the education authorities, which is to act through a central executive, consisting of the chairmen of the National Committee and of the provincial committees, eight members elected by the National Committee, and two teacher members. The central fact in the arrangement is that the National Council is in every case to retain full control over, and responsibility for, the finances of the training centres, including the appointment, transfer, remuneration, and dismissal of all lecturers, teachers, and other officers. The Central Executive, on whom the work will mainly fall, cannot fail to be a more active and intelligent body than any of the expiring committees. If the Executive or the local committees are tempted to fall short, the teacher members—no longer nominated but now directly elected by the Institute—may be trusted to keep them up to the mark.

A minute of August 18 with reference to the payment of maintenance grants to central institutions (technical colleges, schools of art, and veterinary colleges, &c.), which has just been issued, reveals the tight grasp the Education Department have of all education below University level, and gives warning to the Universities as to what they may expect if they surrender any of their autonomy in exchange for grants from the Treasury. The constant refrain of the nine articles setting forth the terms and conditions on which grants will be paid from the Education Fund is: "to be approved by the Department." One looks in vain for any single thing of any consequence that these highly specialized institutions can do without the direct consent of the Department or, at the least, without the risk of interference from the Department. Capable as the officers of the Department are, powers such as they arrogate to themselves by minute are too great for any group of Civil servants. What is wanted is a transfer of some of the present responsibilities of the Department to a national council. Perhaps the Advisory Council when set up will show their capacity so unmistakably that they will get this work committed to them as a matter of course.

Edinburgh University Court have appointed Dr. G. M. Robertson Professor of Psychiatry, Dr. J. H. Ashworth Professor of Zoology, and Mr. T. P. Laird Professor of Accounting and Business Method.

Edinburgh University has received £10,000 for the institution of a lectureship on orthopaedics, and Glasgow University £20,000 for a chair in Applied Physics and £5,000 for a lectureship on electrical therapeutics. The donors were in both cases anonymous.

From some of the members of the junior staffs comes the suggestion that the Universities, instead of adding to the number of their professors and lecturers, should get their benefactors to contribute to the better payment of existing lecturers.

IRELAND.

The most important—indeed, the one—event of the month has been the introduction into Parliament of the long-awaited Irish Education Bill, on November 24. As was expected, it follows very

(Continued on page 42.)

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largely the recommendations of the Vice-Regal Committees which reported last winter, with considerable necessary expansion. Before giving a summary of its contents, one may express regret that the Chief Secretary brought it in without making a speech; a Bill of this importance requires some definite explanation of principles and plan. The second reading, it is hoped, may be taken before Christmas, when a debate would take place; but at the time of writing its date is uncertain. Again, it was understood that the publication of the Bill would be accompanied by a White Paper explaining the financial provisions and indicating how they would affect the salaries of teachers and grants to schools. This though since promised has also not yet appeared. And, thirdly, it is now clear that the Bill will not be passed this session. The Prime Minister, in announcing the Government's plans for the remainder of the Parliamentary session, on December 4, said that it would be carried over into the new session. In the absence of any debate it is difficult to say what attitude the House of Commons will take towards it, but one can hardly suppose that, having passed Bills of a similar character for England and Scotland with little opposition, it will refuse such a Bill to Ireland. Irish opinion has not at present definitely declared itself, but those directly concerned with schools can see in it enormous possibilities for the development of Irish education. It contains so many provisions which everybody will accept as educationally sound and progressive.

The Bill is in five parts. Part I creates a Department of Education, of which the Chief Secretary will be President, and which will have two other members—one the Vice-President of the Department of Agriculture and Technical Instruction, and the other a permanent member appointed by the Lord-Lieutenant. The Department will take control of all primary, secondary, and technical instruction. The principles at present in practice in the matter of religious instruction are to be adhered to. The Department is to be assisted by an advisory Board of Education consisting of fifty-one members—viz. the Department itself, sixteen appointed by county councils and boroughs, nine representatives of national schools, five of secondary schools, two of technical schools, and sixteen others appointed by the Lord-Lieutenant. The Board will continue in office for three years. Payment of grants to schools on the results of examinations is abolished.

Its Provisions.

Part II provides for local administration for primary and technical education. A local education committee is to be established for each county and for each county borough. Half of the committee will be appointed by the council from its own members and the other half by the Department, who will secure an adequate representation of persons connected with education. These committees will have power to build and furnish schools, and teachers' residences, to look after school attendances, to make provision for the conveyance of children to and from school in country districts, to provide exhibitions, &c., to enable children to attend secondary schools, to provide evening continuation schools and schools for afflicted children, &c. They will not have any right to interfere with the present managerial system or the appointment of teachers in national schools. The age for compulsory attendance is to be raised to thirteen. The committees will receive grants from the Department and be able to raise money by a local rate up to 3d. in the £ for technical work. For secondary education a rate may be imposed in each county and county borough of 1d. in the £ for the first three years, and then of 3d. in the £, and this will be paid to the Department, who will spend it after consultation with the Board of Education. The rate for primary education is not limited. Part III provides for superannuation and the payment of pensions. Part IV deals with finance. The Department will receive the present National School Teachers' Pension Fund, the Local Taxation Funds at present paid for technical instruction and for intermediate education, £1,000,000 which was provided at the time of the disestablishment of the Church of Ireland for intermediate education, and, in addition, nine-eighths of the excess of the amount of the sums voted for education in England and Wales over the amount spent in the year 1914. A similar nine-eighths is to be paid for the present financial year, dating from April 1 last. There are provisions for spending part of this endowment on the purposes on which it is spent at present. Part V contains some general provisions of no primary importance as far as concerns the principles of the Bill.

A criticism of the Bill has been published by the Standing Council of the Irish Technical Instruction Association, who point out that it will have a serious and unexpected effect upon the

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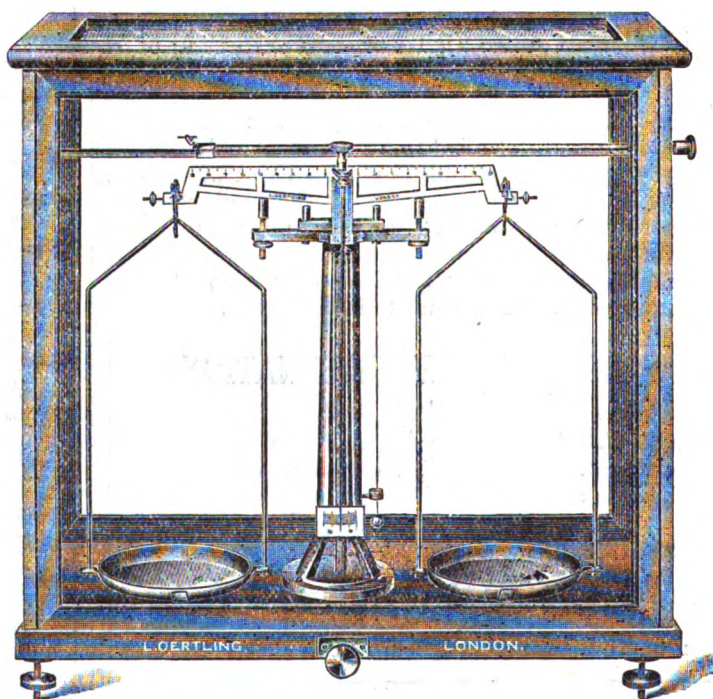
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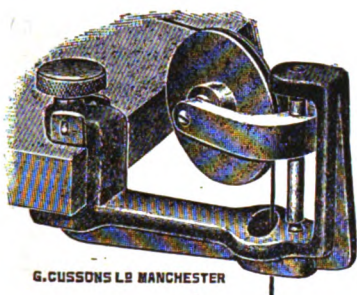
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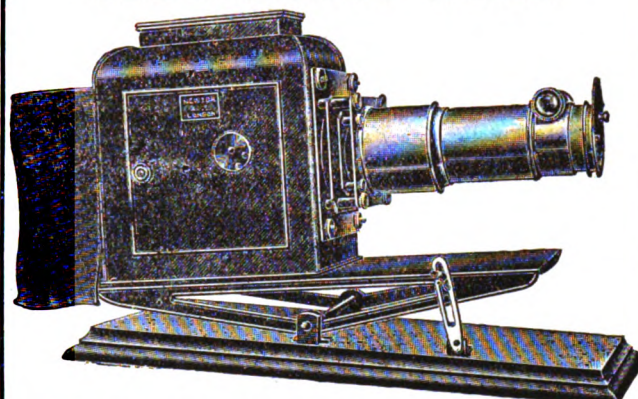
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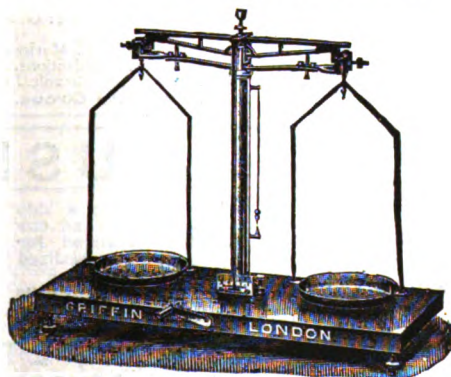
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position of technical instruction in Ireland. They state that, "contrary to general expectation, the Bill does not confine itself to reforms in the Board of National Education and the Intermediate Education Board." It must have overlooked the recommendations of the Vice-Regal Committee on Intermediate Education, which clearly include the co-ordination of primary, intermediate, and technical education under one central authority. However, it is true that the Bill will "disturb the existing system of administering technical education . . . and the technical instruction committees." It should, however, be possible without much difficulty to see that the excellent work in Irish technical instruction is continued and even developed. It requires more money and is more likely to get it under a unified system than if it continues apart from it, and, besides, technical instruction will have a special branch of its own, as, following precedents, the administration of Irish education under a single department will be subdivided into three sections—primary, secondary, and technical.

Another important educational development is the arrangement between Trinity College and one of the Dublin training colleges for primary teachers (that belonging to the Church of Ireland) whereby the students of the training college from the year 1920 will be admitted to the University, and for their two years of training will be instructed partly there and partly in the training college. Such students at the end of their second year may, on passing an examination, become third year students of the University and proceed in the ordinary way to obtain a degree. This admirable scheme has been approved by the National Board, and the only difficulty is a financial one. £3,000 is being asked for from the Treasury in order to continue the working of the college on a satisfactory basis.

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been obtained. In connexion with the University of London, twenty-four girls passed the General School Examination, three with Honours and nineteen obtaining Matriculation Certificates. In the Grand Concours de la Société Nationale des Professeurs de Français en Angleterre, Constance Baker won a prize. In the Examination of the British Association for the Study of the German Language, Doris Donno obtained distinction and won the First Prize. Six girls were awarded L.C.C. Intermediate Scholarships. Among former pupils, Beatrice Allen and Nora Edmed both took the London B.A. Degree with Second Class Honours in English; Hilda Bond passed the first part of the Second M.B. Examination; Hilda Thompson took the Welsh B.A. Degree in Botany and French.

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(Continued on page 46.)

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WANTED, as future **PARTNER**, an English Mistress (Gentlewoman) teaching Mathematics up to Senior Cambridge, in small boarding Girls' School of good social position. Beautiful house, grounds, South coast. Address—No. 10,953.*

Posts Wanted.

GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers, having had experience, apply to **THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.**

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the **Continental Secretary of the Girls' Friendly Society**, 16 Holborn Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

TO SCHOOLS.—Miss B. FURZE, A.R.C.M., visits schools to teach natural **VOICE PRODUCTION**, Solo and Class Singing. Diplômée R.A.M. for **CHILDREN'S VOICE CULTURE**, Bates method. Success in all Examinations.—6 Mount Park Crescent, Ealing, W.5.

KINDERGARTEN or JUNIOR FORM MISTRESS, London, or Bromley, Kent. Froebel Certificate, 1st class; 12 years' experience.—Miss TAYLOR, Cortworth Cottage, Wentworth, Yorks, until January 18th; then 69 Wedmore Road, Bromley.

MUSIC MISTRESS requires Visiting Appointment next January. Ten years' teaching experience. Curwen and Matthay Methods, Aural Culture, and Musical Appreciation. Diplomas: A.T.C.L. Piano, A.C.V. Violin, School Teacher's Music Certificate for Class Singing.—Miss BERNHARDT, The Retreat, Chapel Lane, Pinner.

AS HEAD MASTER, M.A. Oxon., 31; 4 years School, 2 years Army Instructor. References state: "Has done most excellent work," "diligent and painstaking," "pleasant and loyal colleague." £350 non-res.—H. M., HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Others disengaged.

Posts Wanted—continued.

AS TUTOR (School or Family), B.A. Cantab. Thoroughly experienced; usual English, elementary Mathematics, Latin, French.—Cantab., HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Established 1881.

AS MASTER (non-res. preferred), 24. Usual English, Latin. Holds full Cert. B. of Ed. B.A. Degree. £200.—Wales, HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Others disengaged. Selected list gratis. Stamp.

AS LANGUAGE MISTRESS. French Protestant; 9 years English School; Diplômée; successful Coach; disciplinarian; modern method; fluent German (Germany). Non-resident preferred.—M. M., HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Introduction free.

AS LADY HOUSEKEEPER, experienced Gentlewoman, fully trained. Certificated, economical. Accustomed to cater for numbers. Teaches Cooking. Domestic Science. Excellent references. Salary £150.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Others. List gratis.

PRINCIPAL recommends French Pupil as **JUNIOR FRENCH MISTRESS**. Diplômée. Fair English. Also several French students seeking au pair engagements.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Interviews daily. Lists gratis. Educational books on loan.

CIVIL ENGINEER, M.I.C.E.

EXPERIENCED TEACHER, desires work in College or Engineering Side of School.

Address—No. 10,951.*

SOUTH AFRICA.—MUSIC

MISTRESS, L.R.A.M. (Pianoforte), desires Post in a School in S. Africa. Studied in Vienna; also Matthay Method. Would pay part passage. Address—No. 10,957.*

EXPERIENCED MUSIC MISTRESS requires Visiting Post. Piano, Solo and Class Singing (Sol-fa or Staff). Girls' and Boys' Schools, Private Pupils, references. Letters—Miss L., 11A Gordon Road, Church End, Finchley, N.3.

GYMNASTIC, GAMES, AND DANCING MISTRESS, Diplômée. Experienced. Visits Schools. Good testimonials. Highly recommended.—R. C., 3 Park Mansions, St. John's Wood, N.W.8.

Posts Vacant.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen. MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N.12.

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free.—Dutton's College, Desk T 97, SKEGNESS.

WANTED, after Christmas, thoroughly experienced **TEACHER OF DOMESTIC ECONOMY** for Household School in Denmark. Must be an educated gentlewoman, over 30 years of age. Good salary to competent person. Apply, giving all particulars, to Countess RABEN LEVETZAU, The English School, Nysted, Denmark.

Posts Vacant—continued.

BRISTOL EDUCATION COMMITTEE.

MUNICIPAL TRAINING COLLEGE OF DOMESTIC SUBJECTS.

Wanted, a **MISTRESS OF METHOD** (non-resident), with special qualifications in Psychology and Education. One holding diplomas for Domestic Subjects preferred.

Salary for full-time teacher, £160, rising by annual increments of £10 to £300. Previous service up to ten years will be counted in fixing initial salary.

Forms of application, which must be returned not later than Saturday, 10th January, 1920, may be obtained by sending a stamped addressed foolscap envelope to the undersigned.

WM. AVERY ADAMS,
Guildhall, Bristol, Secretary for Education.
December, 1919.

ST. JOHN'S ROYAL LATIN SCHOOL, BUCKINGHAM.

Required for next term:—**MATHEMATICAL MASTER** (Graduate). Salary £160 by £10 to £230, then by £15 to £350. Initial salary may be increased by £10 for each year's experience (up to five) in approved Secondary Schools. War service counts as approved service. War bonus at present £26.

ASSISTANT MISTRESS (Graduate) to teach Latin as main subject. Preference given to a candidate who can take Needlework. Salary £150, rising by £10 to £300.

ASSISTANT MISTRESS for Geography, with elementary English subjects and Class Singing as subsidiary. Salary for Graduates as above; for Non-Graduates, £130, rising by £10 to £220.

Initial salary increased in each case as for Mathematical Master. War bonus £26.

Apply—HEAD MASTER.

ST. BRIDE'S (EDINBURGH), LTD., BOARDING AND DAY SCHOOL FOR GIRLS.

APPOINTMENT OF HEAD MISTRESS.

The Council invite applications for the above post. Applications, with seven copies of recent testimonials, to be sent by 7th January to S. K. GIFFORD-KERR, Esq., W.S., 16 Hill Street, Edinburgh, from whom full particulars can be obtained.

The Head Mistress to be appointed must be prepared to enter on her duties on May 1st, 1920.

THE Committee of Edge Hill

Training College will proceed to elect a **PRINCIPAL** in the Spring Term, 1920. The selected candidate will be expected to enter on her duties September 1st, 1920.

Applications from candidates for this office should be addressed, not later than 14th February, 1920, to F. STANLEY MORRIS,

Secretary,
Edge Hill Training College,
41 North John Street,
Liverpool.

from whom information as to the duties and emoluments of the Principal may be obtained.

TYPEWRITING and Duplicating, MSS., &c.; accurate, prompt.—MILNER, 18 Cardigan Street, Cardiff.

SCIENCE MISTRESS required,

January, to teach Mathematics and Botany to Matriculation standard. Resident post. Degree or equivalent. Apply—**REVEREND MOTHER**, Convent of Our Lady of Compassion, Olton, Warwickshire.

STAFFORDSHIRE EDUCATION COMMITTEE.

ASSISTANT INSTRUCTRESS in Domestic Subjects (Higher Education) required. Full training in all branches essential.

Particulars and forms of application (to be returned by January 7th, 1920) from

GRAHAM BALFOUR,
Director of Education,
County Education Offices, Stafford,
December 8th, 1919.

The Revised Scale for Posts Wanted or Vacant will be found on page 27.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient *inose* stamps to cover postage on to advertiser. Post cards will NOT be sent on.

them down for a time into the wild vortex of things, that through some experiences of their own they may be more nearly instructed in the circumstances and character of men of action. On the other hand their sensitive souls are fully absorbed in nearer and unimportant phenomena, which present to them the great world in miniature, and they cannot go far without making the most surprising discoveries in themselves about its nature and meaning. These are our poets, rare "birds of passage," who from time to time flit through our dwellings, and everywhere revive the time-honoured worship of humanity and its earliest gods, the Constellations, Spring, Love, Fortune, Fertility, Health, and Mirth; themselves possessed already here on earth of the peace of heaven, and distracted by no foolish longings, they are content to inhale the fragrance of the fruits of earth, without eating of them, and thereby condemning themselves irrevocably to the bondage of the world below. Welcome guests are they, whose golden feet fall lightly on our thresholds, and at whose coming all involuntarily unfold their wings. A poet is like a good king; he chooses out the smiling and open countenances, and he alone it is who rightly bears the title of "Wise." Compare him with the hero, and you will find that, while the poet's songs have often kindled the hero's heart in the youthful breast, the hero's deeds have seldom called down the spirit of poetry into a bosom that was strange to it.

The prize-winner has given us a tasteful version of Novalis' beautiful description of the poet's office, but he has made two or three slips. *Vielfach* is not "complex," but "manifold" or "varied." *In seine raschen Wirbel: seine = des Vorfalls* ("its seething whirlpool" might perhaps be admissible). *Freie Gäste* is "free guests," i.e. no restraint is put upon them. *Klare Gesichter* is "bright faces." The sentence *ein Dichter . . . aufsuchen* is difficult, and the prize-winner's version is bold rather than exact. The meaning seems to be that the poet is discovered by the glad and happy faces that surround him (*nach* = "judging by"). Finally, "retiring folk" sounds a little colloquial; say, rather, "unknown" or "unrecognized men." The moonlight haze of this passage is very characteristic of the German Romantics, as is the exaltation of the poetic nature. To parallel the latter in English literature, we should probably have to go back to the

Elizabethan age. Compare, for instance, Greene: "If there be any spark of Adam's paradised perfection yet embered up in the breasts of mortal man, certainly God hath bestowed that his perfectest image on poets."

We classify the 29 versions received as follows:—

Class I.—666, Vingt-deux, Redivivus, E.T.C.P., Yolande, M.A.A.S., Earnstein, L.A., Gertrud.

Class II.—E.A.N., Esse quam videri, Culex, Pen, M.S., Fox, φιλόλογος, Mitbewerber, December, South-Wester, Chingleput, M.J.R., T.T., E.W.R.

Class III.—Amba, Excelsior, Imric, S. Chad, Umbria, Pentire.

A Prize of Two Guineas is offered for the best essay in French of not more than 600 words on one of the following subjects:—

1. A criticism of any well known English novel.
2. Any personal experience of travel on the Continent since November 11, 1918.
3. Any personal experience of war work.
4. Christmas in War and Peace.

If it is preferred, more than one subject may be taken, provided that the whole composition does not contain more than 600 words.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on January 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

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THE SECONDARY, TECHNICAL, AND UNIVERSITY TEACHERS' INSURANCE SOCIETY.

(The STUTIS.)

10 MECKLENBURGH SQUARE, W.C. 1.

Chairman—Sir JOHN D. McCLURE, LL.D.

All persons whose main work is teaching, other than in Public Elementary Schools, are eligible for membership of this Society in either the State or Dividend Sections, or both.

For particulars apply at above address.

A BIBLIOGRAPHY FOR TEACHERS OF HISTORY.

Edited by EILEEN POWER, M.A.
(Director of Studies in History at Girton College, Cambridge).

This little Bibliography has been drawn up to assist teachers in finding what text-books and reference books are best suited for the teaching of history on International lines.

Price 2s., by post 2s. 1½d. Special 50 per cent. discount to teachers and students in training colleges applying direct and mentioning name of school, to:—

Women's International League 14 Bedford Row, London, W.C. 1.

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Free Specimen Copy from

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THE ANNUAL Directory of Educational Associations

will appear as usual in **MARCH** issue.

See Notice on page 804 (December 1919).

London: Mr. WILLIAM RICE, 3 Ludgate Broadway, E.C. 4.

Modern Corr. College.**GUARANTEE COURSES.**

ONE FEE — UNTIL SUCCESSFUL.

Matric.— Successes 41.

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MUS. BAC.: L.R.A.M., A.R.C.M.,
A.Mus.T.C.L., A.R.C.O.**Arthur McAlister, B.A.,** 201 Ilkeston Road,
NOTTINGHAM.**The Future Career Association.**

(Established 1904.)

CONVEYANCING DEPARTMENT.This Department is now under the direction of **Mr. F. C. NEEDLES, B.A.**, whose experience, advice, and assistance are unreservedly placed at the disposal of **Purchasers** free of charge.**TRANSFERS and PARTNERSHIPS arranged by correspondence or interview.****INSPECTIONS and VALUATIONS undertaken.****FOR SALE (inter alia).**

1. **Kent.—Flourishing Good Class Girls'.**—Situate in good Premises and Grounds. 18 Boarders. Fees 22 and 25 guineas a term. 100 Day Pupils. Fees 4½ and 6 guineas a term. K.G. (mornings only), 3 guineas a term. Receipts about £2,400. Vendor, who is retiring from the profession, will accept one term's Capitation Fees, and sell the School furniture, &c., at valuation. Personally investigated and highly recommended to any lady or ladies of good educational experience.
2. **SEASIDE. Devon.—Good Class Girls' Day School.**—40 to 50 pupils. Profits for last 12 months about £230. Good premises standing on a hill. Good Gymnasium and Dancing classes. One term's fees accepted, and school furniture, &c., at valuation about £210.
3. **London, W.—Good Class Boarding and Day.**—10 Boarders; 50 Day. Receipts over £1,000. Net profits £200. Good detached premises with fine lofty rooms and good gardens. Goodwill to be arranged. School furniture at valuation. Or a **Partner** will be accepted.
4. **Surrey.—Good Class Girls' Day with Boys' Prep.**—52 Pupils. Fees 2½ guineas (mornings only) to 5 guineas a term. Rent only £60. No opposition. Price £500.
5. **West of England.—Flourishing Girls' Good Class Day.**—Connexion of about 50 Pupils. Receipts over £1,200 per annum. Good premises with every accommodation. Moderate rent. Goodwill £400 cash, or £500 by instalments. Furniture at valuation. Boarders might be transferred to suitable purchasers.
6. **North of England.—Flourishing Good Class Girls'—Estab.** 40 years. 22 Day Boarders. Fees £3 a term plus tuition fees. 141 Day. Fees from £2.7s. to £4 a term. Receipts 1918, £1,786. Net profits £562. Good premises—vendor's freehold—will sell for £1,450, mortgage arranged or will let. School has a splendid connexion and has a good reputation. Goodwill about £800. School furniture, &c., at valuation. Excellent chance for two or more ladies.
7. **To Principals on the South or S.W. Coast** with good Schools and Premises.—A Lady, able to bring with her about 20 Pupils, all at good Fees, wishes to purchase a first-rate Girls' Boarding School situate in good premises and grounds, or will **amalgamate**.

53 VICTORIA ST., WESTMINSTER, S.W.1.
Telephones: Victoria 4168 and 5942.**Posts Vacant—continued.**

These School and Teachers' Advertisements are continued from page 45.

LONDON COUNTY COUNCIL.

THE Council invites application for the appointment of Five **INSPECTORS**, of District rank, in the Education Officer's Department. Both men and women are eligible. The salary will be £600 a year, rising by annual increments of £25 to £800 a year. This salary is based on existing economic conditions. The persons appointed will be required to give their whole time to the duties of their office.

The persons appointed must be qualified to conduct, or assist in conducting, general inspections of all types of all types of schools and institutions. Ability to inspect and advise on instruction in one special branch of knowledge will be considered. Other duties may be entrusted to them.

In the case of male candidates, preference will be given to persons who have served, or attempted to serve, with His Majesty's Forces.

Applications must be on forms to be obtained from the **EDUCATION OFFICER**, London County Council, Education Offices, Victoria Embankment, W.C.2, to whom they must be returned not later than 11 a.m. on Saturday, 17th January, 1920.

All communications on the subject must be endorsed **G.P. 87**, and a stamped addressed foolscap envelope must be enclosed. Candidates who desire the receipt of their applications to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

JAMES BIRD,
Clerk of the London County Council.

LINCOLN GIRLS' HIGH SCHOOL.—Wanted, after Easter, a fully qualified **KINDERGARTEN MISTRESS**, with previous experience. Applications, with testimonials, to the **HEAD MISTRESS**, after January 12th.

WANTED, in January, a resident **MISTRESS**, to take Mathematics and Classics in Registered Boarding School for Girls on S. Coast. Divinity a recommendation. Good salary to suitable applicant. Write—**D. E., c/o J. W. Vickers & Co., Ltd., 5 Nicholas Lane, E.C.4.**

Posts Vacant—continued.**LONDON COUNTY COUNCIL.**

THE Council invites application for the appointment of an **INSPECTOR**, of District rank, of special Schools (including Industrial and Reformatory Schools) in the Education Officer's department. Both men and women are eligible. The salary will be £600, rising by £25 to £800 a year. This salary is based on existing economic conditions. The person appointed will be required to give his whole time to the duties of his office, and must be qualified to conduct, or assist in conducting, general inspections of all types of Special, Industrial, and Reformatory Schools. Other duties may be entrusted to him. In the case of male candidates, preference will be given to persons who have served, or attempted to serve, with H.M. Forces.

Applications must be on forms to be obtained from the **EDUCATION OFFICER**, London County Council, Education Offices, Victoria Embankment, W.C.2, to whom they must be returned not later than 11 a.m. on Saturday, 17th January, 1920.

All communications must be endorsed **G.P. 87**, and a stamped addressed foolscap envelope must be enclosed. Candidates who desire the receipt of their applications to be acknowledged should enclose a stamped addressed postcard. Canvassing disqualifies.

JAMES BIRD,
Clerk of the London County Council.

WANTED at once, for The English School, Nysted, Denmark, **DOMESTIC SCIENCE MISTRESS**, fully trained. Knowledge of French desirable.

Apply, stating age, qualifications, and salary required, to—**PRINCIPAL**.

WANTED at once, for The English School, Nysted, Denmark, fully qualified **TEACHER** for Gymnastics, Games, and Dancing.

Apply, stating age, qualifications, and salary required, to—**PRINCIPAL**.

ST. HILDA'S HALL, OXFORD.

—Applications are invited for the post of **TUTOR** in English Language and Literature. Residence to begin October 1920. Applications not later than Feb. 12th. For further particulars apply to the **PRINCIPAL**.

Posts Vacant—continued.**LONDON COUNTY COUNCIL.**

THE Council invites application for the appointment of Two **TECHNICAL ASSISTANTS**, to act under the supervision of the Head of the Technology Branch in the Education Officer's Department. The work of the Technology Branch embraces Technical and Commercial Institutes, Schools of Art, and Continuation Schools (Day and Evening). The salary will be £600 a year, rising by annual increments of £25 to a maximum of £800 a year. This salary is based on existing economic conditions. The persons appointed will be required to give their whole time to the duties of their office.

Applications must be made on the official form to be obtained from the **EDUCATION OFFICER**, London County Council, Education Offices, Victoria Embankment, W.C.2, to whom they must be returned not later than 11 a.m. on Saturday, 31st January, 1920. Preference will be given to those persons who have served, or attempted to serve, with H.M. Forces.

All communications on the subject must be endorsed **"G.P. 87"** and a stamped addressed foolscap envelope must be enclosed. Candidates who desire the receipt of their applications to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

JAMES BIRD,
Clerk of the London County Council.

TESTIMONIALS Typewritten, by return of post. Ten copies of one testimonial, 1s. 6d.; fifty copies, 3s. 6d. Satisfaction guaranteed. Specimens of typewriting or printing on application. —**KING, 45 Bedford Row, London, W.C.1.**

ENGLISH MISTRESS, able to teach Latin and Mathematics, wanted for Claremont, Esher. Address, with particulars of qualifications, age, and experience, and stating salary required — **PRINCIPAL, Leatherhead Court, Leatherhead, Surrey.**

Some official announcements will be found at the top of page 2.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational Agents (Estd. 1833),

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

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Telegraphic Address:
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SCHOOL TRANSFER DEPARTMENT.

Telephone:
Gerrard 7021.

Schools transferred and valued. No charge whatever will be made to vendors of Schools or School Partnerships by Messrs. GRIFFITHS, POWELL & SMITH unless a sale is effected or agreed upon. No commission charge whatever made to Purchasers of Schools or School Partnerships.

Applications from intending purchasers are solicited for the following properties:

GIRLS' SCHOOLS.

Wales.—Middle-class Boarding and Day School. Gross receipts past year £1,884. No. of Boarders 44, and 108 Day Pupils. Rent £120. Goodwill and School furniture £500.—No. 7,012.

Sussex.—Transfer or Partnership. High-class Boarding and Day School for Girls, with Kindergarten Department. Gross receipts past year £2,500. Net profits past year, £723. Rent of very fine house standing in its own grounds, garden, net ball and play ground, held on lease, £410. No. of Boarders 9, paying 96 to 111 guineas per annum. No. of Day Pupils 21, paying £4 4s. to £8 8s. per term, without extras. Price for Goodwill, £1,500. School furniture at valuation. Half-share could be had for about £750.—No. 7,082.

Somerset.—High-class Boarding and Day School. Receipts £2,000. 17 Boarders paying about 8 guineas and 30 Day Pupils paying 4, 5, and 7 guineas per term. Goodwill by arrangement.—No. 7,090.

Kent.—Hostel in connexion with high-class School. 45 Boarders paying about 66 guineas. Goodwill, one term's fees. Boarders. Furniture at valuation.—No. 7,089.

Surrey.—Boarding and Day School. Gross receipts £565. 6 Boarders paying £22 per term, and 80 Day Pupils paying £1. 10s. to £3 3s. per term. Goodwill £500. School furniture £150.—No. 7,014.

Sussex.—Good-class Boarding and Day School. Gross receipts about £1,454. No. of Boarders about 22, and about 25 Day Pupils. Goodwill one term's fees. School furniture at valuation.—No. 7,011.

Hants.—Partnership in Boarding and Day School. 120 Pupils, 16 of whom are Boarders. Gross receipts about £1,500. Very nice premises. Terms of Partnership to be arranged.—No. 7,005.

Lancs.—Preparatory School for Girls and Kindergarten. Boys up to 10 years of age received. Gross receipts past year £603. No. of pupils 72. Rent only £55. Goodwill £200. Furniture at valuation.—No. 7,009.

Channel Islands.—Boarding and Day School for Girls. Gross receipts £500. Net profits £280. 1 Boarder paying £2 per week, and 60 Day Pupils, paying £1 10/- to £3 per term. Rent of very fine house £50. Goodwill £350. School furniture £50. Part of household £150.—No. 7,078.

Hants (Seaside).—Partnership in flourishing Boarding and Day School for Girls. Vendor wishes to retire after 20 years, having acquired a competency. Gross receipts past year £3,725 15s. Net profit about £600. There is a waiting list for Boarders for next term. Price for half-share of Goodwill £500. Furniture at valuation.—No. 7,007.

Oxon.—Boarding and Day School for Girls. Established 40 years. Receipts past year £1,620. Net profits £590. 24 Boarders, 30 day pupils. Rent of well-built stone house £75. Goodwill about £500. Furniture at valuation.—No. 7,015.

Salop.—Flourishing Boarding and Day School for Girls. Conducted by vendor 25 years. Gross receipts past year £1,035 17s. 3d. Net profits past year £369. 15 boarders, 35 day pupils. Rent of fine large detached house, built for a school, and standing in its own grounds, £80. The low sum of £300 will be accepted for Goodwill. Furniture at valuation.—No. 7,020.

Herefordshire.—Girls' Boarding and Day School with Kindergarten Department. Gross receipts about £1,400. No. of Boarders 24, and 10 Day Pupils. Rent of three houses £220. The vendor would accept one term's fees for Goodwill. Furniture at valuation.—No. 7,077.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—

GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 47.

DERBY TRAINING COLLEGE.

Wanted, as soon as possible, a Resident ASSISTANT KINDERGARTEN MISTRESS, holding the N.F.U. Higher Certificate or the N.F.U. Training Diploma, and, if possible, with special qualifications in some subsidiary subject.

Also, a Resident LECTURER IN ENGLISH HISTORY. A Degree in History is essential, and special qualifications in some subsidiary subject. A Teaching Diploma will be a recommendation.

Salary (to begin) from £140 to £200, according to qualifications and experience. Application forms may be obtained from the PRINCIPAL, Training College, Derby.

Two members of the College Staff have recently obtained appointments as Head Method Mistresses.

HAMPTON-ON-THAMES

PRIVATE SCHOOL. — Wanted, Junior MISTRESS, capable of taking Kindergarten, Physical Exercises, and Games. Apply—Miss COTTELE, 22 Onslow Avenue, Richmond, Surrey.

WANTED, for the opening year,

FIRST ASSISTANT MISTRESS, at Pratt Memorial School, Calcutta. Salary Rs. 150 to Rs. 200, according to qualifications. Apply—St. Stephen's House, Clewer, Windsor.

CHANNING HOUSE SCHOOL,

HIGHGATE, LONDON, N.6.—Wanted, in January, Resident MUSIC MISTRESS for Piano, Ear Training, and some help with English subjects in lowest forms. Salary £80, with board and laundry. Apply, stating qualifications, age, experience, to Miss L. TALBOT at the School.

VISITING MISTRESS wanted for Drawing and Painting Classes one day a week, 10 a.m. to 4.15 p.m. Trained R.D.S. Apply as above, stating salary required.

REQUIRED, in January, MIS-

TRESS to teach Arithmetic, Mathematics, and, if possible, Geography or Botany. Salary to B.A. or B.Sc., £110 to £120 resident. Apply—PRINCIPAL, Brundall House, Brundall, Norfolk.

Posts Vacant—continued.

SUNDERLAND EDUCATION COMMITTEE.

BEDE COLLEGIATE GIRLS' SCHOOL.

Head Mistress: Miss M. E. BOON, M.A.

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20th December, 1919.

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Education Office,
County Hall, Ipswich,
20th December, 1919.

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Assistant Mistress, B.Sc. if possible, for Mathematics and Science. Salary £120 resident. R.C. (Midlands.)—No. 415.

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Assistant Mistress for Mathematics and Chemistry. Salary £180 resident. (Essex.)—No. 363.

Mistress wanted for Chemistry, Physics, Latin, and Geography. Salary £90 resident. (Warwick.)—No. 354.

Assistant Mistress for County Secondary School. Chemistry the chief subject. Hons. Degree desired. Salary according to scale. (Cumberland.)—No. 333.

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ASSISTANT MISTRESS, in important Girls' Boarding School on the South Coast, to teach good History, some English, with elementary Mathematics. Candidate looked for who has had previous experience in Girls' Boarding Schools. Salary about £80, together with board and residence.—No. 15,117.

ASSISTANT MISTRESS, in important Girls' Boarding School just outside London, to teach good English, History, Literature, Grammar, and Composition. Previous experience essential. Salary not less than £100, together with board and residence.—No. 15,156.

Mathematical, Science, and Geography Mistresses.

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SENIOR MATHEMATICAL MISTRESS, in Co-educational School just outside London. Honours Graduate and previous experience essential. Initial salary £150 non-res.—No. 15,308.

BOTANY SPECIALIST in important Girls' School in Wales. Honours Graduate, with previous experience essential. Salary ranges from £200 to £360 non-res. Previous experience and degree will be taken in fixing initial salary.—No. 15,013.

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ASSISTANT MISTRESS, in important Boys' Preparatory School in South of England, to teach good Music, with General Elementary Subjects, also Drawing. Previous experience essential. Salary about £120, together with board and residence.—No. 15,320.

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Mr. Forbes's "Fourth Russian Book" (1) consists of exercises on the materials contained in his First and Second Russian books; the present volume is presumably the concluding one of the series and we regret that we are unable to give it the unqualified praise we were happy to give to Mr. Forbes's "Russian Grammar." We have never been able to grasp Mr. Forbes's reasons for dividing up a course in this way: the Noun, the Verb, Russian translation extracts, exercises for Russian composition. It appears to us that the most profitable method for the study of Russian as for any other language is to keep grammar, translation, and composition on parallel lines and not each in a watertight compartment. The author may plead that there was a shortage of good Russian textbooks in this country when he began to write his course; this, however, could not be accepted as an excuse, as the real alternative would have been the production first of a first book containing all the necessary elements for Russian study (grammar and materials for translation both ways); then a second book of moderate difficulty; then a more advanced one still; and finally one of idiomatic and current or classical Russian. Such a system, too, would have had the advantage of being considerably cheaper for those students who did not at first require to go beyond one or two of the four stages. Fortunately there are now on the market two or three very satisfactory courses which do fulfil these requirements. We have also to find fault with the English of some of Mr. Forbes's sentences for translation—e.g., "This beautiful fair young man is my pupil"; "I also see the grey cat of the Spanish count," which are quite unforgivable in up-to-date books for language study.

On the other hand, we have nothing but praise for the Oxford Russian plain texts produced under Mr. Forbes's general editorship, and the latest addition to this series, an anthology of the poems of Lermontov (2), maintains the high level already attained. The selection, we believe, is by Mr. E. G. Underwood, and it appears to be representative and not wholly confined to Lermontov's lyrics, as is often the case. The type and production generally are the best we have seen, but in one or two places we have observed faulty accentuation.

For an unaccented plain text of Pushkin's "Evgenii Oniegin" (3) for English students we can see no justification; if the English student is able to study profitably without marked accents, he should surely be able to obtain plain texts for a few pence in a Russian-produced edition rather than pay 3s. 6d. for one in English. The truth, of course, is that a plain text is valueless, except for a Russian, unless the accents are clearly and correctly marked. The present edition contains no vocabulary and no notes, and merely five lines about the life of Pushkin, whose name the editor unscientifically transliterates as "Aleksandr [sic] Sergeievitch."

Mr. Roman Biske's selection (4) of handwriting, contributed by fifty-five different persons, should prove invaluable. It comes from a publisher who has had very considerable practical experience of the needs of English students of foreign languages. There is an excellent introduction (in Russian), and a key (in Russian type) at the end of the book. The book would be better in a binding rather than merely a paper cover, but this will probably be rectified when book production is less difficult.

Miss Evelyn While adds yet another to the very long list of Russian readers (5) for English beginners. It contains a very fair selection of riddles, anecdotes, fables, and songs in easy, but idiomatic, Russian. The pictures do not add to the attractiveness of the book.

(6) Mr. Mark Sieff's guide to the Russian accent, for the most

part, summarizes—none too well—the work of Grot, of Paul Boyer, and of Bystrow on this complex subject. It may be useful to the advanced student, but its price (4s. 6d.) is somewhat high. Mr. Sieff says that his book is intended for "practical purposes"; if that is so, why should he go to the trouble of including so many unusual words as examples—e.g. bast-bag, lye, sorrel, stove-seller, pine-mushroom, orange-agaric, gerfalcon, great sturgeon, &c.?

Mr. Selver's anthology (7) contains (his own?) translations of passages from Russian, Ukrainian, Polish—including the wonderful pages on Chopin by Przybyszewski—Czech, and a few from Southern Slav literature (Serbo-Croatian and Slovene). The translations of lyric poetry are not satisfactory; but then it takes a poet to translate a poet, and Mr. Selver is not a poet.

Mr. Duff's edition of Lermontov's "Novice" (Mtsyri) maintains the high standard of his previous work; it is carefully and thoroughly edited, and never lets the student down either by omission or errors; it contains accented text, notes, vocabulary, and an introduction, with a brief life of Lermontov and a useful chapter on his metre. The price (5s.) is perhaps a little high for so slight a work, and this may unfortunately place it beyond the reach of many students—which is a pity.

Madame Brylinska's collection (9) of Russian Fairy Tales is excellent. There is a most interesting introduction on the origins of the stories and on the influence on, and relation to, them of Arab, Persian, Turkish, and Byzantine stories. They are well graded according to difficulty and length. The notes are not so good, being often nothing more than free translations of the text, and, therefore, of little assistance to the student.

The abridged accented texts (10-15) published by Mr. Richard Jaschke and edited by Mr. Roman Biske, will bear comparison with the Oxford Plain Texts. They are inexpensive; each contains 96 well printed pages in paper covers of pleasing design, and, on the whole, representative. The first volume of Skvortzov's history covers the period of Russian history from the origins up to the Tartar invasion; the second from 1240 to the death of John the Terrible (1584), i.e. the period of the Rise of Moscow. The two volumes of Chekhov's stories of Russian life in the eighties are particularly good selections.

CLASSICS.

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This book raises an interesting point in Latin teaching. We all know the difficulty of finding texts which our pupils can read with sufficient speed to gain the interest of continuity. To plough slowly and laboriously through a few sentences of *Caesar* (or any other Roman author) in an hour is of such doubtful educational value that those who have themselves no love for the classics advocate that we should abandon the attempt to read the ancient authors in the original in our schools, and confine our effort to absorbing the subject-matter of their writings by means of translations. But those who know the classics know that to do so would be to miss half their value. There seem to be two solutions—and only two—of the resulting dilemma. Either we must teach our pupils the language, by means of specially written texts, before we introduce them to the literature—this is the claim of the Direct Method—or we must do as the authors of the present volume have done, i.e. give portions only of an ancient author, and connect up the passages by an English summary (or translation) of the omitted parts. By this method the pupil with little knowledge of the language is enabled to get some sort of *conspectus* of the whole work which he is reading. It is an interesting experiment, and we heartily recommend the volume to all who do not teach on the Direct Method. The notes, too, are somewhat of a novelty, and a pleasant change from the usual school notes, for they deal with points of historical and literary interest in an unpedantic way which will appeal to schoolboys.

Thucydides. Book IV, Chapters I-XLI: Pylus and Sphacteria. Edited by Dr. J. H. E. CREES and J. C. WORDSWORTH. (2s. 6d. net. Cambridge University Press.)

A preface tells us that this is intended for those who have not long been studying Greek and who have reached the stage of the "First School Examination." Whatever its intrinsic value may be, its soft covers make it unsuitable for school use. We cannot congratulate Dr. Crees upon his English style, as shown in the short introduction which he has prefixed to the book, and the note of cynical worldliness which he strikes more than once, and which he possibly intends to be Thucydidean, is the last thing in the world to put before schoolboys. Mr. Wordsworth's notes are the best part of the book; they are helpful and not wordy.

Collar and Daniell's First-year Latin. Revised by THORNTON JENKINS. (5s. net. Ginn.)

This book should be very useful for those who are unable or unwilling to tackle the more modern methods of Latin teaching. It contains several good features, such as the intelligent use of English derivatives, and the quantities are marked with unusual accuracy (though *magnus* is frequent). Mr. Jenkins has done his work of revision well, but the amount of inspiration which he has brought to it may not unfairly be judged by the fact that he has left the exercises in the form of the old disconnected sentences which we know so well. Two consecutive sentences on page 89 (we quote at random) are: "To all my friends I shall give gifts," and "The leader of the eager horsemen was grieving because of many hardships." And what will the pupil make of the following rule for the ablative absolute construction on page 176? "The ablative of a noun or pronoun, with a participle, a noun, or an adjective in agreement is used to express time, cause, concession, condition or other relations." The book is a reader and exercise book combined, the reading matter being taken from *Caesar* and *Eutropius*, supplemented by some stories—which form the most suitable portion of the reading matter—about the adventures of *Hercules* and of *Ulysses* after the fashion of Ritchie's well known "Fabulae Faciles." If the book can be covered in three school terms it will be the result of sustained and conscientious effort on the pupil's part, and we cannot help feeling that he would have learnt more Latin, with less effort, had only Mr. Jenkins been a little more enlightened as to modern methods of teaching. We might quarrel with small errors—*laboro*, for example, doesn't mean "to work"—but we won't. They are nothing compared with the real defect of the book—lack of inspiration.

The Agamemnon of Aeschylus. Translated by R. K. DAVIS. (4s. 6d. net. Blackwell.)

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The "Menaechmi" is perhaps the most suitable Plautine play for school reading. Apart from the interest of its having been the prototype of "The Comedy of Errors," its subject is one that appeals to schoolboys, and the fun is better than that of the *Captivi*. So it is well to have several school editions from which the teacher may make his choice. We can therefore welcome this edition in spite of the fact that only last year Mr. Thoresby Jones gave us an excellent edition, with introduction and notes, quite suitable for school reading. The two editions are quite independent—Miss Knight's was completed when Mr. Jones's appeared—and Miss Knight has had the needs of schoolboys, who are beginning Plautus, peculiarly in view. There are copious notes and an introduction upon subject-matter and metre. The price seems rather high for a volume of 132 pages.

EDUCATION.

Happiness in the School. By C. W. BAILEY. (2s. net. Blackie's. Library of Pedagogics.)

It is of hopeful significance that Mr. Bailey has dedicated this little volume to the staff of the Holt School, Liverpool. When a head master can write about happiness in school and present the results to his own staff, he has given hostages for his sincerity. The book claims only to present "some practical suggestions for beginners in teaching," and the fair-minded reader will willingly grant that this purpose has been successfully attained. Mr. Bailey, particularly towards the end, becomes just a little too lyrical and could have done all he wanted without the help of the *Valiant Woman*. But it is pleasant to find a man honestly enthusiastic about a fellow author, and, after all maybe, the young readers of the book will appreciate this perfunctory style. For ourselves we prefer Mr. Bailey in his craftsmanship mood, particularly when he gives us such admirable illustrations as we find in his chapter on "A Teacher at Work." Apart from this chapter there is not much that is fresh in the volume; but on the other hand all the points are dealt with in a remarkably fresh and attractive way. A student teacher could hardly find a better way of spending his time than in reading these 85 pages.

(Continued on page 58.)

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Modern Education in Europe and the Orient. By D. E. CLOYD.
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(Continued on page 60.)

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map of Africa. Again, in a large number of maps, the initial letter of a town only is printed, and so the map becomes a kind of puzzle. In the map of the Midlands and Trent Basin (Fig. 38) the letter B occurs six times, and the reader has to decide whether it stands for Birmingham, Burslem, Burton, Bedford, Boston, Banbury, or some other town beginning with that letter.

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(Continued on page 62.)

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of the saintly king, and he acquired an intense veneration for his character which was, indeed, more adapted to the cloister than the court. He wrote his panegyric some time between the date of the king's death and the accession of Henry VII—that is, within the years 1461-85. No manuscript of the work is known to exist; there are, however, two extant copies of a printed version issued in 1510, and more numerous examples of a reprint made in 1732. But even these reprints are scarce, and the work has been long almost unobtainable. It was appropriate that the work of reissue should be undertaken by Dr. James, Provost of Eton, and till lately Provost of Kings—the two foundations of the pious monarch. The translation is a fine piece of work, a model of its kind, and the notes are luminous of scholarship.

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The Profession of Chemistry. By R. B. PILCHER. (6s. 6d. net. Constable.)

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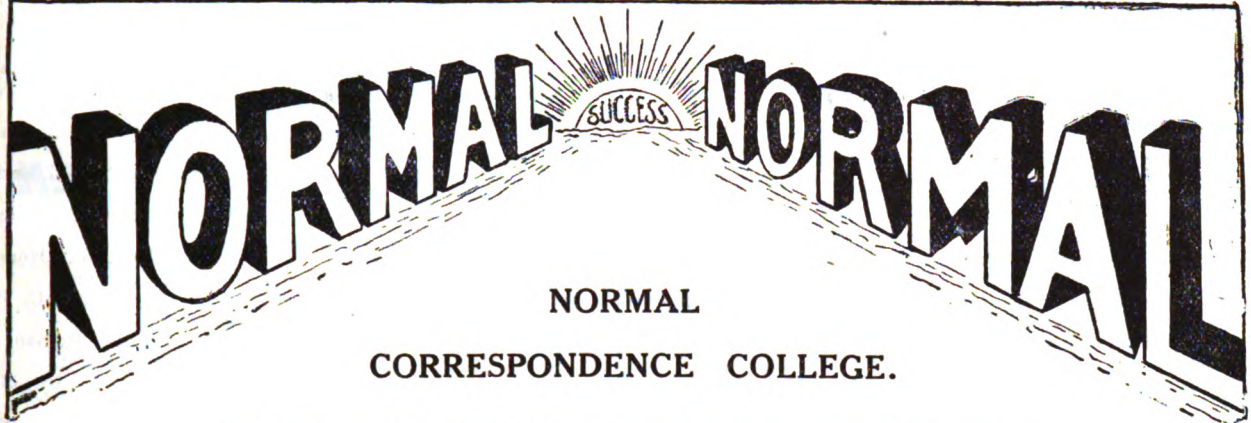
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" . . . the Earth herself is sanctified
By what her sons have suffered, that their blood
Her deepest wounds makes good,
And lo! before their dying eyes
A sudden glory o'er the landscape broke.
The stony road,
Paved with unearthly splendour, glowed,
And Earth threw off her penitential cloak
Transfigured with the light of Paradise."

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(Continued on page 66.)



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FOUNDED 1899.

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BEDFORD STREET, LIVERPOOL.

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Students must be well educated, and between the ages of 18 and 30.

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Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

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 Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.

THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members. Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

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FOR

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For further particulars apply to the Directors, A. W. BROWN and E. M. HUMBLE, 36 Pembridge Villas, London, W.11. Tel.: PARK 3943.

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Students prepared for the advanced certificate of The English Folk Dance Society.

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For other Physical Training Advertisements see pages 71, 76, and 91.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, STUDENTSHIPS, and BURSARIES.

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HALLS OF RESIDENCE.

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AN Examination for a Minor Open Scholarship in Arts, of £20 per annum, open to men and women, a Wantage Scholarship in Agriculture, of £40 per annum, open to men, and a St. Andrew's Hall Scholarship in Science, of £40 per annum, open to women, will be held at the College on April 16 to 20, 1920. Candidates must be prepared to read for a London degree. Entries must be sent in by March 12, 1920.

An Open Scholarship in Fine Art, of £30 per annum, and the Charlotte Beet Scholarship in Fine Art, of £19 per annum, open to men and women, will be offered for competition in June, 1920. Entries must be sent in by June 16, 1920.

An Examination for one or more Scholarships in Music, each of about £26 per annum, open to men and women, will be held at the College on July 14, 1920. Entries must be sent in by June 30, 1920.

The above mentioned Scholarships are tenable at the College for not more than three years from October, 1920. Further particulars of the Scholarships and prospectuses of the College, may be obtained from the REGISTRAR, University College, Reading.

FRANCIS H. WRIGHT,
Registrar.

UNIVERSITY OF LONDON,
South Kensington, S.W.7.—The FRANKS STUDENTSHIP in Archaeology, of the value of £50 for one year, is offered to a student who is qualified to undertake research or to prepare for research in the subject of the Studentship. Applications for the Studentship must reach the undersigned (from whom full particulars may be obtained) not later than the first post on March 2nd, 1920. — P. J. HARTOG, Academic Registrar.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford on March 16th, 1920, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

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For copies of the prospectus and new illustrations write to HEAD MASTER, Bootham School, York.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1920, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTEMHAM LADIES' COLLEGE.

AN Examination for TWO ENTRANCE SCHOLARSHIPS, one of £40 and one of £30, will be held in May, 1920. Candidates must not be over 15 or under 13 years of age. For further particulars apply to the PRINCIPAL, Ladies' College, Cheltenham.

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Particulars from—
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TWO TRAVELLING SCHOLARSHIPS of from £80 to £120 will be awarded in March, 1920, for the study of Educational Methods Abroad, to women fully qualified as Secondary School Teachers.

Candidates should (1) hold a University Degree or its equivalent, (2) hold a certificate of efficiency as a Teacher, (3) have experience of five years' teaching in a Secondary School, (4) undertake to carry out a satisfactory scheme of study abroad, and report thereon.

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GIGGLESWICK SCHOOL.

AN Examination is held annually in June to elect to Scholarships varying from £70 to £30 per annum. Further details from—The BURSAR, Giggleswick School, Settle.

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THREE or Four Scholarships of £30 per annum will be offered for competition in July, 1920. Also Two House Exhibitions of £15 on the Common Entrance Examination in March.

For place of Examination and full particulars of the former apply to HEAD MASTER.
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LANCING COLLEGE SCHOLARSHIPS.—Entrance Scholarships will be offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

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(b) Two Choral Exhibitions of £30 per annum, open to all boys who can sing and read music.

Full allowance in all cases will be made for age. Candidates will be examined at Lancing, unless further notice is given to the contrary.
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ST. BEES SCHOOL, CUMBERLAND. The next examination for Scholarships (value £55 and £30) and for places on the Foundation (value £20) will be held early in March, 1920. For particulars apply to THE SCHOOL SECRETARY, St. Bees, Cumberland.

ST. LAWRENCE COLLEGE, RAMSGATE.

ENTRANCE SCHOLARSHIPS, ranging from £75 to £20, are offered at Annual Examination early in July.

For particulars and Prospectus apply to the HEAD MASTER.

For other Scholarship Advertisements see pages 72 and 73.

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Saturdays, 9.30 a.m. to 1 p.m.

The most convenient hours for interviews are from 11.30 a.m. to 1.30 p.m., and from 3.30 p.m. to 4.30 p.m.

Appointments should be made when possible.
Telephone: Museum 3217. Telegrams: "Educatorio Grenville London."

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PHYSICAL TRAINING.

See also pages 71, 74, and 91.

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See advertisement on page 71.

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The Revised Scale for Posts Wanted or Vacant will be found on page 93.

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Some official announcements will be found at the top of pages 70 and 77.

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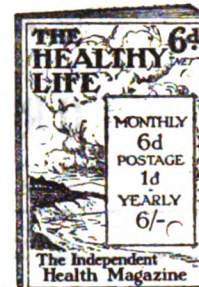
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1920.

By order of the Senatus.

L. J. GRANT, *Secretary*.

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OCCASIONAL NOTES.

SCALES of salary for teachers are at present in a shifting and uncertain position, and a comprehensive statement made to-day is sure to be out of date at some points next week. Nevertheless, it is important to have such statements as that just issued by the Board of Education as Circular 1144. The Circular comprises information on scales of salary as on October 1, 1919, for teachers in public elementary schools in England and Wales. Names of authorities are not given, but the number of authorities paying various minimum salaries, and the number paying various maximum salaries after specified years of service, are set forth in the tables. Information is also given as to the practice in regard to the payment of additional allowances, and as to the advantage given to college-trained teachers. The Circular forms a useful commentary upon the provisional minimum scale recommended by the Burnham Committee and agreed to by the National Union of Teachers. The outside public, and possibly some teachers other than elementary, may make the mistake of thinking of this scale as a standard scale. Of course, it is not so. It is a scale to which a large number of authorities have yet to work up. But many authorities already have scales equal or superior to this provisional minimum scale, and there can be no question of their bringing those scales down. The National Union of Teachers will see to that.

THE resolutions passed unanimously at the annual meeting of the Association of Head Masters make a claim for just treatment of schools where boys and girls are educated together, which cannot lightly be set aside. Co-education schools have been misinterpreted by

prejudiced persons, but that they are pioneer schools of social progress is obvious by the record of the work they have done in the country during the war and by their increasing hold on public esteem. It is now asked that they should be treated as an important part of the national scheme of education, and be inspected by persons with knowledge of and sympathy with their special aims and methods. The matter deserves the attention of the Board of Education, which, the resolutions infer, have not been too friendly to these schools. The Board, perhaps, have regarded them as cheap substitutes for separate boys' and girls' schools. At present there are more than two hundred mixed secondary day schools—that is to say, 21 per cent. of the whole number of secondary schools are co-educational. The main justification of the mixed secondary school is on the social side; it is urged that the comradeship of boys and girls at school is a sound preparation for the future association of men and women working together side by side. The family scheme of education develops between boys and girls a sympathy based on a just and reciprocal appreciation of their own respective qualities, and its supporters believe in it as a moral prophylactic.

DESPITE wide experience of co-education in the Colonies and America, there is still in this country a body of educational opinion which regards mixed schools as doubtful experiments. Some head mistresses are apparently afraid lest girls shall suffer from over-pressure, loss of gentleness, and the absence of the guidance of a wise and sympathetic woman. These may be *a priori* grounds against the system, but it would be more judicious to demand investigation rather than to bring charges. A *Times* critic declares the system, while dangerous for adolescents, to be valuable for children under twelve, and to be for adults the only system providing equal intellectual opportunities for men and women. Is this view in any way connected with the fact that it would leave the girls' day schools in sole possession of the education of girls from twelve to eighteen? Much of the opposition to co-educational day schools appears to be prompted by a want of faith in those engaged in the work; the fear is that they may not be conscientious in the supervision of their pupils, or wise in grading them according to their physical needs and mental abilities. But there are wise and sympathetic women at work in co-educational schools, and their opportunities for influencing the girls in their charge are not fewer than those of their colleagues in girls' schools; nor is the danger of over-pressure a monopoly of co-education. The question of games should offer no difficulty. The boys and girls need not be "made to play" hockey and lacrosse together, and the regular games and physical exercises may be taken separately. The future progress of co-education will be followed with the liveliest interest by all who value initiative and research in educational work.

THE Carlisle Education Committee have recently appointed to the head mastership of their new Central School a gentleman who is a university graduate and has had experience as head master of a secondary school. But he is not a certificated teacher, and for that reason the Board of Education decline to sanction the appointment. On purely educational grounds, the

An Unsatisfactory Position.

Board's ruling seems to us unfortunate, because it deprives the school of the services of the person adjudged to be the best qualified candidate for the post, and because it runs counter to the widespread desire to unify the profession as much as possible. At the same time, we cannot absolve the Carlisle Committee from blame. Central schools come under the elementary school regulations, which plainly state that, subject to the Board's power to modify the requirement where the candidate is of special fitness, the head teacher must be certificated. If the Committee did not know this, their ignorance is inexcusable; if they did know it, either they should have secured the Board's approval before confirming the appointment, or, if they deliberately omitted this precaution, they should show a stronger disposition to stick to their guns than appears to be the case. The truth is, we suppose, that, if the Board approved the appointment, they would have the National Union of Teachers to reckon with, and they do not want to reckon with that body. The whole position is unsatisfactory. As things are at present, if the Head Master of Rugby were to apply for the head mastership of a village elementary school, he could not be appointed—at least, without special sanction. But there is nothing to prevent a certificated teacher from becoming the head master of a secondary school, and we are glad to know that many certificated teachers do occupy such positions. But is it fair that the certificated teacher should continue to have it both ways? It is excellent to have a giant's strength, but—the National Union of Teachers should remember the rest of the quotation.

THE organization of physical education for all classes of the youth of the community is attracting due and increasing attention by the authorities. The Liverpool Education Committee, for instance,

Public Parks for School Games.

are now arranging with the Parks Committee of the Corporation for the use of playing spaces during school periods. This method has received a limited acceptance in some areas, and the results have been satisfactory where the parks are sufficiently near the schools to avoid loss of time in transit. Attention to facilities for games has reached its highest point in the United States, where two systems in particular have been tried. One, in which ample spaces are provided in the parks and a separate organization is responsible, a staff of trained supervisors out of school hours. This plan provides facilities for the youths and girls in business as well as for those still at school, and in some cases club rooms have been built to allow of indoor games and occupations.

THE other, or Gary, system secures that there shall be special playgrounds attached to each school. This method had obvious time-saving advantages, but the cost in congested areas such as New York was prohibitive to such an extent that its abandonment formed part of the

The Gary System.

party programme at one set of municipal elections, when the party of economy won the day. Probably the same feature would arise in our large cities, so that attention may more safely be directed to the utilization of existing open spaces. A scheme for properly supervised games out of school hours should be combined with arrangements for organized games, so that the games of special skill in which star performers get most of the game may

be played out of school, and attention specially directed to the needs of the average, or unskilful, boy during official hours. For this purpose round games would prove more useful than cricket. Should the system develop, arrangements would be needed with the Highways Committees to secure reduced fares for children travelling to the parks, or, better still, no charge. When only one authority is ultimately concerned, it is merely a matter of book-keeping.

THE lot of the geographical teacher is in these days no happy one. All his textbooks and atlases are out of date. He can buy the separate parts of the new

Geography Teaching and Modern Maps.

atlases that are now appearing and exhibit the maps in his classroom, but this is not so effective as when each pupil has his own atlas; besides, it is expensive, as he will never have the atlas bound up, and the forty or more parts will cost him two or three pounds. This uncertainty of map makers and geographical publishers is caused chiefly by the state of Russia. Until the new States there are settled, it is of small use starting on revision; and, when map makers do revise, there is plenty of room for improvement. One of the most popular of text-books still talks of Cape Ushant, a headland quite unknown in France. The heights of mountains and hills even in England are rarely given accurately, according to the Ordnance Survey, while often as much space is given to an unimportant (to us) South American Republic as to one of our own colonies or to a European State. We know that all these points will appear very slight to a teacher who teaches geography as a science, for that side of the subject has been untouched by the war; but for the teacher of junior forms the position is awkward, although by that very fact pupils have become more interested in finding out the places they have read about so often during the war.

THE small British army of Mons and the Marne, perhaps the best trained and most efficient fighting force the world has known, was officered almost wholly by men from the public schools who had been trained at Sandhurst and in their regiments, together with a small percentage of men from the universities. The company officers in particular, the latest products of Sandhurst, were excellent.

Should Army Officers come from Sandhurst or from the universities?

Sandhurst had been overhauled and rendered much more efficient in discipline and instruction not very long before the war, and there was little doubt that this military college provided the average cadet officer with a thoroughly sound initial training in his profession. During the war, officers were obtained in large numbers from many sources, especially from the ranks, and yet a good standard of efficiency was maintained. Now that the Army is shrinking to something like its pre-war size, how is the supply of officers to be regulated? Probably, and rightly, a considerable number will continue to come from the ranks, while the public schools will also continue to supply most of the remainder. Should these latter, for the most part, go through Sandhurst, or enter the Army through the universities? The answer seems to depend upon the type of candidate. To send the average Army boy into his profession through a university would, in most cases, be a waste of time and money. His mind and character are not of the kind that will benefit by university life and lectures. On the other hand, Sand-

hurst discipline and training are well fitted to develop him mentally and physically upon the lines most suited to him. But there are certain exceptionally capable Army boys who would undoubtedly gain much from contact with university life and thought. These boys, later, would add greatly to the thinking power of the Army.

Labour and Education.
A letter by Mr. J. Ramsay Macdonald, addressed to a workman student and published in the January issue of *The Highway*, might well be studied by all engaged in education. Our contemporary's object, by the way, is to supply a platform on which those engaged in manual labour may meet those engaged in the profession of teaching to discuss the problems of education, and more particularly those problems which concern the workers. Mr. Macdonald makes it very clear to his correspondent that he has no use for narrow vocationalism in any branch of education. "We must win our battles," he writes, "not by pitting ourselves against the capitalist, his meanness and his exploitation, but by ranging ourselves with the great forces of life and excellence, which must in the end dominate the world." "Whilst you have opportunity, and before the cankering cares of the world come upon you, roam a little in the wider fields of culture, picking flowers that you may think are of no use but for their scent and beauty." "Know something of your literature, and go to the best of it." The same insistence on the need for sweetness and light in all human intercourse pervades the letter; and, if Mr. Macdonald's attitude towards education may be taken as typical of that of the Labour Party generally, teachers at least have no reason to fear the growing strength of Labour in this country.

The Future of Education.
THE address delivered by Mr. James Graham, as President of the Association of Directors and Secretaries of Education, is a thoughtful, discriminating, and encouraging forecast of the future of education. We have to forget in large measure the past, and adapt our lives to new conditions. The issue of contending, if not conflicting, social, civic, and political ideals rests with the next generation, and education will be the main factor in determining its destination. Mr. Graham uses the word "education" in its broadest sense—a preparation for livelihood, for leisure, and for citizenship. He discusses at length the probabilities of improving physical development, and the measures that must be adopted to produce an army of intelligent, well prepared youths and young women, capable of developing into skilled units of industry and imbued with the right spirit of citizenship. His remarks on education and employment are of special interest. He points to the large proportion of unskilled workers and the number of unemployed, some of whom, under present conditions, are unemployable. This is one of the serious results of the war.

The need of Skilled Workers.
MR. GRAHAM says that the need for houses cannot be met owing to the shortage of skilled labour. During the five years of the war, apprenticeship was non-existent, with the result that the industry has not enlisted recruits. He urges that the shortage of at least 250,000 skilled workers can be met

only by intensive courses of training, organized by local authorities for selected workers. The main objection to this method of increasing the supply will, of course, come from the Trade Unions. The capital value of an unskilled worker, Mr. Graham says, is approximately £600, that of a skilled worker anything between £1,000 and £2,000. He claims that 2,000 ex-service men in Yorkshire who are being trained for skilled work in various industries will represent a permanent economic gain of at least £1,000,000. It is necessary, especially just now, to afford equality of opportunity, not only to young persons but to adults; for the worker who is to-day unskilled owing to the war to be enabled expeditiously to obtain the training that will enable him to rise from his condition. We can only hope, therefore, that it will be recognized by the interests concerned that if, in education, we are now called upon to scrap traditional prejudices, there must be a similar process in regard to the restrictions and regulations of labour.

The Rural Continuation School.
THERE can be no doubt that one of the difficult problems to be solved by administrators of the Education Act is that of the continuation school in rural districts. On this subject, Mr. W. A. Brockington, the Director of Education for Leicestershire, read a useful and, in many respects, illuminating paper at the North of England Conference. On educational grounds, it is advisable for young persons to be under part-time discipline and instruction throughout each educational year rather than attend a school full-time for, say, three months. If, moreover, convenient rural centres can be developed for part-time pupils, it will benefit other branches of education. As Mr. Brockington rightly assumes, provision must be made for about fifteen young persons per annum to each thousand of the population. He suggests that the smallest unit of population which would justify the establishment of a Rural Continuation School Centre is 2,000. This would yield, during the first seven years of the Act, a part-time school attendance of sixty to seventy young persons.

Methods of Working.
MR. BROCKINGTON would arrange for the young persons to attend on one day in each week during forty weeks of the year, the terms being such as to provide for a long summer vacation. Systematic education would be given by a whole-time staff, assisted by visiting instructors. This arrangement would not meet the statutory requirements as regards time, and, to make up for the deficiency of one and a half or two and a half hours a week as the case may be, he proposes that supervisors of studies should be appointed for each village who would be responsible for keeping in touch with groups of students, directing their reading, and so on. This scheme takes a good deal for granted. It assumes, for instance, that the rural area has a population of 2,000 living within a reasonable distance of a convenient centre; it implies also that there will be few reluctant students among young persons. But in dealing with the rural problem, area is an important factor. There are many districts throughout this country where, within an area of twenty square miles, there are only ten young persons between the ages of fourteen and sixteen. For such districts, and they are numerous, there seems to be no alternative to the short course of continuous training.

A SECOND UNIVERSITY FOR LONDON.

THE Imperial College of Science and Technology at South Kensington, which includes the Royal School of Mines, the Royal College of Science, and the City and Guilds Engineering College, is agitating to be recognized as a regular university with power to grant its own degrees. At present it can only offer a diploma to its students after they have completed with credit their three years' course. If they desire a degree in addition, they have to present themselves at the University of London, where the requirements are not identical with those of the College, so that a student has a double labour, which militates against his professional work. Again, many students who enter the Imperial College have not matriculated and are of an age when they do not wish to spend six months or more in passing that tricky examination, the London Matriculation. It is true that the Imperial College has its own entrance examination, but it is not recognized as equivalent to a university matriculation; for, although the requirements in mathematics and science are searching enough, the language tests, especially in English, are insufficient.

When the new teaching university was founded in 1898, the Treasury had a splendid opportunity of endowing the capital with an institution which would rival those of Paris and Berlin. It failed to rise to the occasion, and, as the President of the Board of Education in those days was a mere placeman with no more knowledge of education than of local government or of any other office, he was not strong enough to force the hands of the Chancellor of the Exchequer. Hence the bond that has connected the widely separated and widely different constituent colleges has ever been a weak one. The professors and their assistants have been hampered in their work by financial worries; and it is the teacher and not the building that is the groundwork of a university; although suitable buildings, like those for instance at Birmingham, do make an organic whole of the higher teaching of a town and encourage a good teacher by making him feel he is not hampered. The consequence of the poor pay is that the London colleges cannot keep their best teachers, who leave for better paid posts.

The old Victoria University was formed of three colleges at Liverpool, Manchester, and Leeds. After a time of association, these colleges separated and formed separate universities. Now it takes as much time to get to the East London College from Ealing as from Liverpool to Manchester. London is so huge that there is little connexion between its different parts, and very little sharing of work is possible. It is true that King's College specializes in law and theology, while University College specializes in political economy and architecture, and they share certain modern languages—Italian at University, Spanish and Portuguese at King's. But, if a student had to take many rare subjects, he would spend a large part of his time running from the Strand to Gower Street or to Clare Market.

Another bone of contention is the question of the external student. The heads of colleges contend that no student should be admitted to graduation who has not studied at a definite centre of tuition. But the University of London has made its name by opening its doors to any student who could pass its examinations, and it would seem a pity if there were not one university in the Empire where the poor man could graduate merely on payment of his examination fees. We know that the preparation of these external students has degenerated into commercial channels in some cases, but the right is too precious a possession to be surrendered lightly. The standard of the external examinations is notoriously higher than that of the internal, and it would be easy to make it higher still to prevent commercialism.

But the crux of the situation is endowment. If the State will not do its duty, London should appeal to its merchant princes. What a Rockefeller can do for the United States, and what Lord Leverhulme has done for Bolton, it should not be impossible to get a millionaire, or a group of millionaires, to do for London; and, if Londoners believe sufficiently in education, they will get it done. Faith can still move mountains.

THE IRREDUCIBLE MINIMUM IN GRAMMAR.

By EDITH CADMORE.

NO school subject is more persistently vilified than grammar, yet I have had classes who either enjoyed it, or flattered me by pretending that they did, while I have honestly enjoyed teaching it. Admitted that it has no extrinsic attractions, arithmetic, another essential school study, shares with it this disadvantage; but there are methods of teaching, as well as methodical omissions, which may render these and similar subjects at least less repugnant to the young learner.

Why should one teach grammar at all? It is not essential to correct speech or correct writing, for both can be learnt by imitation, as far as the mother tongue is concerned. But there's the rub! My own most valuable experience in teaching this subject was with a set of illiterate young people who were being trained as missionaries, and who had therefore to learn foreign languages. It was discovered that their ignorance of grammar left them destitute of a set of terms without which the rudiments of another tongue could hardly be conveyed to them; for the terms of grammar correspond exactly to the counters, of no value in themselves, used in certain card games—without these valueless counters the games themselves cannot be played. Through teaching these young people, whose time was strictly limited, and therefore valuable, I learnt how much could safely be discarded, and to teach English grammar from the point of view of another language.

For years now I have taught it with a view to the acquisition of French, which is usually the first foreign language that an English pupil at a girls' secondary school learns and often remains the only one. But, whereas with my missionary pupils I had to think of a foreign language only, with ordinary pupils the mother tongue was made my first consideration; for grammar, if it is not essential, can be of the greatest use in the teaching of composition.

Before embarking upon any new stage of my grammar teaching to young pupils, I used always to ask myself: "Will this be useful to the pupil, either immediately, as a help to the understanding and use of her own tongue, or in the near future, in her study of French?" All that would not pass this utility test was rejected as either unnecessary, or to be postponed till, if ever, a more highly inflected language than English had to be mastered. Moreover, I never scrupled to tell a pupil that there were many things they could not argue about and must take for granted, which would only become clear to them when they had learnt another language. A child, for instance, who has learnt to reason a little, resents being taught to call the word "run" sometimes as infinitive, sometimes a past participle, sometimes a finite verb in the first person singular, sometimes in the first, second, or third person plural. The difference in the French forms helps finally to make clear to the child the different usages.

By experiment it was proved easier to begin with words rather than with sentences, which seems contrary to the usual experience of teachers. The recognition of the concrete noun, the so-called personal pronoun, the verb, adjective, adverbs of time, place, and manner comes easiest.

Before teaching the joining words, preposition and conjunction, I begin skeleton analysis, merely dividing the sentence at first into two parts, the thing talked of and the statement concerning it. Children positively enjoy tabulating, and they can early begin arranging exercises in analysis in two columns, subject and statement, to be followed gradually by subdivisions, each additional column adding to the pupil's sense of achievement. In spite of the wish to simplify as much as possible, I see no way of avoiding some such final tabulation as follows: (1) Subject and enlargement, with principal noun or pronoun underlined, and (2) statement, with subdivisions for verb, complement (completing noun, pronoun,

or adjective), object and adverb adjunct; but this final table will not be needed at once.

As soon as skeleton analysis has been mastered, and the preposition and conjunction introduced, it is desirable that much time and practice should be devoted to the phrases which so largely replace adjectives and adverbs. Familiarity with the phrase means a great advance in composition, and at the same time the child, though unconsciously, overcomes its main difficulty with ease; for it learns, from constant example, the association of the preposition with the accusative form of the pronoun. I am convinced that a teacher is well repaid both in grammar and composition for weeks of varied practice in phrase-recognition and formation.

There is no need to linger over number in nouns, gender and person in pronouns, or comparison in adjectives. Beyond the use of these terms one has little to teach the English-speaking child if one determines to ignore unusual examples and far-fetched exceptions. With case it is different. Owing to the absence of case-inflections in nouns, pupils find a real difficulty with this part of the accidence, and in teaching it one should make as much use as possible of the pronouns, with their varied forms. A clear understanding of case-relationship is, however, so necessary for other languages, as well as for English syntax, that again much time must be spent upon this branch of the subject. The argumentative child invariably picks a quarrel with the word "case," as with many other grammatical terms, among them "nominative" and "accusative"; but I fear that these senseless and antiquated titles must be insisted upon for the sake of uniformity. The western world will never agree to rechristen its grammar in order to simplify work for the child. It must not be forgotten that the average English child has a meagre vocabulary; and the learning of new words, for the solution of which no good reason can be given, presents a greater difficulty than it would to children whose acquaintance with words in general was wider.

The study of the verb demands the largest portion of the time given to accidence. With a view to the more complete French conjugation, I teach pupils at the outset to test their verbs when picking them out of sentences by repeating the formula, "I eat [or whatever the verb may be], thou eatest," and so on through the present and past tenses. They also write out many examples of the following table, using the different strong verbs:

	Present.	Past.	Future.	Secondary Future.
Simple	... I give	... I gave	... I shall give	I should give.
Continuous	I am giving	I was giving	I shall be giving	I should be giving
Complete	... I have given	I had given	I shall have given	I should have given

The recognition of the infinitive and past participle presents far more difficulty to the child than many teachers are aware of, while both must be unerringly distinguished if French and analysis are not to suffer in the future. It seems absurd that a class should need frequent reminding that a past participle is a past, and makes sense after "I have," while an infinitive is a present, and when it has no "to" to indicate it, can be recognized by always following another verb—not a noun or pronoun. The separate parts of "I should have been mistaken" must be understood, as well as the name of the tense known, otherwise the child tries to form new sentences with every verb form it meets. The subjunctive I leave to my French colleagues to teach, as it has practically disappeared from our own language except in "to be." Nor do I spend much time on the passive, as, in composition, it is a form that young pupils do better to avoid.

The uses and relations of the so-called relative pronoun must, on the other hand, be thoroughly familiar, as a help to French concords and to the analysis of complex sentences. Here a formal parsing arrangement, first explained and afterwards rigidly adhered to, is a help to the pupil. Thus, in: "This is the girl *whom* I met."

Whom: pronoun, relative; third sing. fem., agreeing with its antecedent, girl.

Acc. case, obj. of verb, met.

This order fixes on the child's mind the fact that there need be no agreement with the antecedent in case. The word, "antecedent," or some similar term, is unavoidable, as the word for which it stands must so often be discussed in French—the substitute relative pronoun (*lequel*, &c.) or a preceding object necessitating references to person, number, and gender.

In accidence, then, most stress needs to be laid upon the verb and relative pronoun, because these most help the future student of French, and it is easier to learn the uses of the necessary grammatical terms in one's own than in a new language.

Analysis is, however, the real aid to the understanding and writing of English. When the simple sentence has ceased to present difficulties, the complex sentence is best begun with the adjective clause, because it is the easiest to recognize. Only after much practice with adjective clauses, then with the easier adverb clauses of time, place, and manner, and finally with the noun clause, should a pupil be expected to face the non-selected complex sentence containing examples of any kind. In grammar it is especially desirable that one should learn to walk securely before trying to dance.

As it cannot be claimed for grammar that it has in itself any fascination, and as we cannot expect a child to foresee its utility in future language work, we must, in order to teach it without tears, follow the same method as in arithmetic. The pupil must have so much practice in easy examples that it can be expected to do perfectly, that it at length acquires a sense of power, and a pride in neat and accurate work within its compass, though the purport of much that it is doing, and the reason for the methods of arrangement, will be clear to it only later. It must learn to handle a needle skillfully before being called upon to make a garment. More than in most subjects, one must, in grammar, lead the child up the steep hill of knowledge. In my inexperienced days I used to give too little practice in easy, but important, exercises; such, for instance, as the copying out of sentences and then underlining the nouns and pronouns in the accusative, and the prepositions governing them in chalk of two colours. Children require much repetition in the harder part of their work, and do not find such exercises wearisome if each exercise presents some new little difficulty. There must always, however, be some matter for thought contrived and introduced into the simplest exercise, for there is no more unforgivable sin in a teacher than wasting the time of a child in purposeless repetition.

As grammar, properly regarded, is a handmaid to composition and literature, every example chosen should be taken from good authors. Outsiders often object to this as a degradation of literature, and express the opinion that children will loathe, because of over-familiarity, the passages they have worked at in grammar. To this I can only answer that, having been privileged to teach grammar and literature to the same pupils, I have not only witnessed their spontaneous joy when they met in other lessons detached sentences which they had parsed or analysed; but, from direct questioning when they reached the upper forms of the school, I have proved that in nearly every case they were proud and glad of their complete understanding of such passages and delighted to find them in their proper context. The same thing is often asserted of Shakespeare plays, but if a pupil does not wish to see or read again a play that he has studied at school, I am obliged, perhaps uncharitably, to conclude that his literature teacher was at fault. A more valid objection often made, by young teachers especially, is that literary passages used as examples in many textbooks need more explanation to illiterate children than the grammar itself. To this I would say that one must pick and choose among one's examples to suit the intelligence of one's class—for no one textbook is ever entirely suitable—and, that, if one falls sometimes into the temptation of spending undue time on the sense or the beauty of a passage rather than on the grammar which it was to exemplify, it is time well wasted. Here the French proverb truly applies—"Le temps le mieux employé est celui que

je perds." The child who becomes acquainted with even a small amount of literature in the course of his grammatical work has conquered a double realm. This, however, is a digression.

What do I claim to have omitted in my course? As far as possible everything which implies that English is still an inflected language—all that could properly be called historical grammar, which, if it be taught at all, should come when the pupil knows enough of at least one foreign tongue to be able to make comparisons and draw conclusions for himself. The words and grammatical forms taken from the Norman French are of interest to even an immature student of modern French; but it is a stupid waste of time to teach English grammar as if every child were going to learn a highly inflected language like Latin, and I avoid everything which does not apply to ordinary, present-day English. I aim at teaching broad rules and avoiding exceptions.

I have passed over derivation, because, though it is often looked upon as a branch of grammar, it is perhaps more closely connected with composition; but in one or other lesson it should certainly be systematically taught—some-what later than the stage treated of in the course sketched—because of its intrinsic interest, and because it leads a pupil more than anything else to study words for their own sake.

How long would the course outlined last? It can be completed in three years, between the ages of eleven to fourteen, if in the first two years two lessons weekly are given. To begin grammar much before the age of eleven is a waste of time. I began it—learning it by heart—at the age of eight, and I can still remember how in my parsing, done by the light of nature, I called every short word a preposition, and was usually right, though I burnt my fingers badly the first time on "is" and "was." I was probably thirteen before I found out the meaning of the first oft repeated sentence of my first grammar book: "Grammar consists of four parts: Orthography, Etymology, Syntax, and Prosody." My present plea is that, in these more enlightened days, children may be spared some of the fantastic devices for killing time invented by former instructors of youth.

PERSONAL PARAGRAPHS.

SIR ROBERT BLAIR will be the President of the Educational Science Section of the British Association for the meeting to be held at Cardiff in September next.

Two names occurring in the New Year Honours list are of special interest in educational circles: Baron Killanin, whose appointment as Privy Councillor is in recognition of his recent service as chairman of the Committee on Irish Primary Education; and Mr. H. J. Simmonds, Assistant Secretary to the Board of Education, henceforward to be C.B., as well as C.B.E. Teachers are specially indebted to Mr. Simmonds for his administrative work in connexion with the Pensions Department of the Board.

MISS M. S. LILLEY has been appointed by the West Riding Education Committee, Principal of the Bingley Training College, in succession to Miss H. M. Wodehouse, who has resigned on her appointment as Professor of Education in the University of Bristol. Miss Lilley, who is an old pupil of Arbroath High School, was a scholar of Somerville College and is an honorary Fellow of University College, London; she graduated with First Class Honours in Classics at London University, took a Second Class in the Honours School of Literae Humaniores at Oxford, and is an M.A. of Columbia University, New York. She has been head of the Training Department for Women at Birmingham University since 1913, having previously held the post of Senior Classical Mistress at the Manchester High School.

It is not usual for a former student of a college to become its principal; this distinction, however, has been achieved by Miss F. M. G. Micklethwait, of the Horticultural College, Swanley. Miss Micklethwait holds the Diploma of the College and was a Beit Research Fellow.

MRS. GWYNETH M. THOMSON, who has been admitted a student at Lincoln's Inn, and so taken the first and most important step that leads to the Bar, is a daughter of Dr. Bebb, principal of St. David's College, Lampeter. She was the plaintiff in the action of *Bebb v. The Law Society*, which came before the Chancery Court, and later the Court of Appeal, in 1913, in which she sought unsuccessfully to obtain a declaration that she was a "person" within the meaning of the Solicitors Act of 1843, and was therefore entitled to be admitted as a Solicitor, provided she passed the necessary examinations.

MR. THOMAS RAYMONT, who was recently appointed to the Wardenship of Goldsmiths' College—a position which has been vacant since the death of Mr. Loring on active service in 1915—has been on the staff of the College for fourteen years, during the last five and a half as Acting Warden. He is an old student of Borough Road Training College, and graduated M.A. (London) in 1894. After some experience as an assistant master at the Central Foundation School, he became Lecturer in Education, and later Professor, at University College, Cardiff.

MR. A. L. F. SMITH, Fellow and Tutor in Modern History, Magdalen College, Oxford, and son of the Master of Balliol, has accepted an appointment as Deputy-Director of Education in Mesopotamia. Mr. Smith served in India and Mesopotamia until last summer, and was political officer of the Mesopotamia Forces. He is to take up his duties immediately.

HARROW SCHOOL has lost this term two of her best known masters, Mr. C. H. P. Mayo and Mr. R. Somervell. Mr. Mayo, who was a scholar and prizeman of Peterhouse, Cambridge, and Twenty-sixth Wrangler, Mathematical Tripos, 1882, went to Harrow in 1893, and was promoted to Mr. Bosworth Smith's House, The Knoll, in 1909. Mr. Somervell was a scholar of King's College, Cambridge, and graduated first in First Class Historical Tripos, 1882. He has been Bursar at Harrow since 1888. The new Bursar, Mr. C. P. Goodden, is an old Harrovian, and was in the Cricket Eleven in 1899.

THE newly elected Chairman of the Association of Assistant Masters, Mr. A. Forster, of the Grammar School, Normanton, has been an active worker in educational circles for many years. Previously to taking up military service, he held office as honorary treasurer of the Association, and on his return to school duties he became vice-chairman, and honorary treasurer of the Benevolent and Orphan Scholarship Fund.

MR. W. R. DYKES, assistant master at Charterhouse School since 1903, has been appointed to succeed the Rev. W. Wilks, who is retiring from the secretaryship of the Royal Horticultural Society after a tenure of thirty-one years. Mr. Dykes was a scholar of the City of London School and an exhibitor of Wadham College, Oxford. He obtained Second Class Classical Mods. 1898 and Second Class Lit. Hum. 1900. He is a Licentiate of Letters of the University of Paris, and the author of "A Monograph on the Genus *Iris*."

DR. C. H. B. DESCH, professor of metallurgy in the Royal Technical College, Glasgow, who is succeeding Dr. J. O. Arnold, F.R.S., in the chair of metallurgy at Sheffield University, is a native of Tottenham and received his scientific training in the Finsbury Technical College, the University of Wurzburg, and University College, London. He is D.Sc. (London) and Ph.D. (Wurzburg).

SIR JOHN SANDYS, who resigned office as public orator of Cambridge University in December last, went into residence from Repton School to St. John's in 1863. He graduated as Senior Classic in 1867, and was elected Orator in 1876 in succession to Jebb, who was appointed in that year Professor of Greek at Glasgow. He has held office for a longer period than any of his predecessors—forty-three years—and during this time he has made nearly seven hundred Latin speeches in honour of distinguished persons, and some eighty letters on behalf of the Vice-Chancellor and the Senate. He was knighted in 1911 and is retiring merely to find more time for his literary work.

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CAPTAIN M. J. TRUSCOTT, late R.G.A., Sutton Coldfield, has been appointed Head Master of the Malmesbury Secondary School, Wilts. He graduated B.Sc. (Econ.) and M.A. (Hist.) at London, and has been an assistant master at Warminster, Maidenhead, and King Edward VI Grammar School, Aston, Birmingham. After the Armistice he was appointed to the staff of the 8th Army Corps as Commandant of the Corps Educational Centre.

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THE REV. DR. EDMOND WARRE, head master of Eton College for twenty-one years and provost for nine years, died at Eton on January 22, aged eighty-two. We hope to refer to his work for education in our next issue.

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THE death is reported of Dr. George Smith, C.I.E., a distinguished Anglo-Indian educationist and journalist. Dr. Smith was educated at the Royal High School and Edinburgh University, and became principal of Doveton College, Calcutta, at the age of twenty-one.

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MR. J. R. CLARK, C.B., R.N., whose death was recently reported, was for many years Chief Naval Instructor at the Royal Naval College, Greenwich. He was an enthusiastic and capable teacher, and was held in deep esteem by all his pupils. On the occasion of King Edward's Coronation his services were recognized by the bestowal of the Companionship of the Bath. He had previously been awarded the Egyptian Medal and Khedive Star for service on board H.M.S. "Inconstant" during the Egyptian war of 1882. During this campaign King George, then Prince of Wales, who was serving as a midshipman on the corvette "Bacchante," was for a time under Mr. Clark's tuition.

ONLOOKER.

TOPICS AND EVENTS.

MR. FISHER'S ADVICE TO TEACHERS.—In his inaugural address to the Conference of Educational Associations at University College on December 31, the President of the Board of Education, speaking particularly to teachers in elementary schools, gave some excellent advice which teachers in every grade of school may well take to heart and try to follow. It would be difficult to frame a more helpful and inspiring New Year's message. "Be kind," he said, "be patient, be vigilant, be just. Think meanly of your own importance, but greatly of the importance of your office. Let not a day pass without learning something, either from your children or from your books or from the world around you. Make friends outside your calling and station. Nourish your imagination by reading every day some fragment of the great human books, of the poets, the historians, the biographers who warm the heart and nerve the will. In politics be on the side of the optimists, believing that the world can be improved by good institutions and that you are one of the good institutions of the world. Do not allow yourself to drift into the position of those who take a bitter, scornful, or desperate view of human nature or of the Society in which they live. Remember that a creature full of gall and bitterness has no business to meddle with the golden innocence and pleasant malice of the young. Never underrate the cleverness of children, and bear in mind that a Cabinet Minister, a Bishop, or a Judge are seldom as agile or eager in intellect as a brilliant undergraduate at the University. Cultivate a pure and distinct pronunciation of the English language. Find means to inculcate, effect-

ually but not too obtrusively, the broad civic virtues, patriotism, temperance, economy, the kindly treatment of animals. Keep your health, vary your holidays, let it be an amusement of spare hours to invent new ingenious ways of interesting your class. Do not think about salaries, or if the dark thought assail you, combat it with this incident from the childhood of the great Macaulay, who, on being informed by his mother that he must learn to prosecute his studies without the consolation of bread and butter, replied with characteristic confidence and good cheer—'Yes, Mamma, industry shall be my bread and attention my butter.' Once again, Ladies and Gentlemen, 'Out of the mouths of babes and sucklings.'

ROYAL COLONIAL INSTITUTE, PRIZE COMPETITION.—The Council of the Royal Colonial Institute, with the view of encouraging the progress of Imperial Studies in the schools of the Empire, have decided to award next summer medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools either in the United Kingdom or in the outer Empire. The essays will be adjudicated upon in two classes: Class A, essays submitted by candidates of sixteen years of age or more on July 31, 1920; Class B, essays submitted by candidates above the age of thirteen and under sixteen on July 31, 1920. The competitions will be governed by the following among other regulations: The competitions are open to pupils of any school in the British Empire, and to the children of British subjects who are pupils at schools outside the British Empire; the essays should be written on one side only of foolscap paper, with an inch and a half margin on the left-hand side; typed copies are admissible; the length of the essays must not exceed 4,000 words in Class A or 3,000 words in Class B. Essays for the competition in 1920 must in any case reach the Institute not later than July 31, 1920. The prizes and medals to be awarded are:—Class A: For candidates of sixteen and more on July 31, 1920: First Prize, the Silver Medal of the Royal Colonial Institute, together with suitably inscribed books to the value of three guineas; Second Prize, if there be a sufficient number of candidates, suitably inscribed books to the value of two guineas. Class B: For candidates above thirteen and under sixteen on July 31, 1920: First Prize, the Bronze Medal of the Royal Colonial Institute with suitably inscribed books to the value of two guineas; Second Prize, if there be a sufficient number of candidates, suitably inscribed books to the value of one and a half guineas. The subjects prescribed for the competition in 1920 are: Class A, "Trace the Causes of the War of American Independence"; Class B, "The Life and Work of Cecil Rhodes as an Empire Builder." Full particulars may be obtained from the Secretary, Royal Colonial Institute, Northumberland Avenue, London, W.C.2.

PRIZES FOR PROFICIENCY IN SCANDINAVIAN LANGUAGES.—The London Chamber of Commerce has accepted the offer of the Scandinavian Insurance Company of £1,000 to the Commercial Education Department, to be applied to ten years' prizes for proficiency in Danish, Norwegian, and Swedish. Mr. C. L. Hansen, of the Danish Bacon Company, also offers annually for the next ten years a scholarship (to be known as the "King Canute Scholarship"), providing fare to and from Denmark, with three months' board and residence and tuition in one of the Danish high schools; the Russian and English Bank, through its manager, Mr. A. Kiaer, presents a gold, silver, and bronze medal for like recipients, these to be called "The Kiaer Medals for Danish"; and Messrs. Plum & Skikild, on behalf of the Butter Exportation Committee, offer Danish books to the value of ten guineas annually for requisite distinction in the Chamber of Commerce Senior Examinations for Danish.

LOANS FROM VICTORIA AND ALBERT MUSEUM.—The Board of Education regard the effective teaching and the intelligent appreciation of art as a matter of national importance, and they desire to promote both these ends in training colleges and secondary schools. For this purpose they have arranged that loans of objects from the collections of the Victoria and Albert Museum shall be made available in training colleges and secondary schools recognized by the Board, under suitable conditions, so far as the supply will permit. It is contemplated that objects so lent should be used both in direct connexion with the teaching of art and handicraft, and as illustrations to lectures, classes, &c., which do not form part of the regular course of training or instruction. The material at the disposal of the Museum for this purpose includes: original etchings and drawings; original examples of design in textiles, lace, embroideries, &c.; reproductions, and large photographs, of objects of industrial art; and sets of lantern slides, under the heads of—(a) architecture, ancient and modern; (b) paintings and drawings; (c) sculpture, furniture, and other branches of artistic craftsmanship. No de-

tailed list of this material is at present available except as regards the lantern slides, but it can be seen on application in the Circulation Department of the Museum. There is a typed catalogue of the lantern slides, and photographic prints of any particular set of slides can be lent for inspection. Further information may be sought, and forms of application for loans obtained, from the Museum by personal call or by letter. The official form of application sets forth the conditions under which loans are issued. Any application or inquiry should be addressed to the Secretary of the Circulation Collections, Victoria and Albert Museum, South Kensington, London, S.W.7.

THE LING ASSOCIATION.—The annual Holiday Course meetings were held at St. Paul's Girls' School, Hammersmith, from January 5 to 9. Between three and four hundred gymnastic teachers attended. The daily gymnastic classes were taken by Miss H. Andersen and Miss P. Starling, and the dancing classes by Miss H. Kennedy and Mrs. Bridgman. There was a conference of teachers who are acting as organizers of physical training to education authorities, when a paper was read by Miss H. Graham; a demonstration of new strokes and styles of swimming at the Hammersmith baths, under the auspices of the Amateur Swimming Association; and an afternoon's "gymnasium games" under the direction of Miss C. A. Partridge. The lecture list was as follows: "The Nervous System in Relation to Movement," by Miss M. Stansfelt; "How to Organize School Clinics" (with demonstration), by Miss Olive Adams; "Deformities and Disabilities of the Feet," by Mr. W. H. Trethowan; "Mouth Breathing," by Mr. Somerville Hastings; "Some Reflections on Unqualified Manipulative Surgery," by Dr. James Mennell; "The Sex Disabilities of Women Workers," by Dr. Letitia Fairfield. A net ball tournament between teachers from the Anstey, Battersea, Bedford, Chelsea, and Dartford Physical Training Colleges was arranged, the final game being played between Bedford and Chelsea, in which Chelsea was victorious. At the general meeting, Miss M. Stansfelt was re-elected president; Miss H. Graham, vice-president; Miss M. Withall, treasurer; and Miss Hankinson, 67 Shaftesbury Road, Crouch Hill, N. 8, secretary.

THE TEACHERS' CHRISTIAN UNION has succeeded in restoring to the list of University Extension Lectures in London the subject of the teaching of the Bible. This was arranged before the war by a voluntary association of teachers, who knew by experience how much they and their colleagues needed scholarly help with the difficult problems involved. For some years past it has been impossible to continue the lectures, and the association for that purpose had lapsed, but the Teachers' Christian Union has now undertaken the work for the future.

DUTY AND DISCIPLINE MOVEMENT.—An experiment is about to be tried by the Duty and Discipline Movement. The growth of indiscipline in family life is, the Association asserts, a well known feature of the age. It was increasing before the war, and the war itself has turned a possible danger into a serious menace which threatens the stability of the country. There are many homes which have been deprived of the father's help. The officers of the Duty and Discipline Movement believe that mothers would be glad to turn for advice to some friend who could give personal aid and counsel, but all too often the friends are found to be in the same predicament. The officers of the Duty and Discipline Movement claim to have had wide experience. They have in the course of their work learned much of the many pitfalls that beset an anxious parent; they are therefore inviting parents to bring their troubles to them; they will listen to their special difficulties; they may ask questions designed to discover the peculiar circumstances of each case; they will advise and may keep in touch with the family concerned and offer what further help they think necessary. The Duty and Discipline Movement was founded by the Earl of Meath in 1911. Its President is the Duke of Sutherland, and its Chairman of Executive Lord Morris of St. John's. It has recently moved into new offices at 21 Denison House, Vauxhall Bridge Road, S.W.1, close to Victoria Station. All communications should be addressed to the Secretary, Mr. C. Montgomerie.

THE LEAGUE OF EMPIRE.—Mr. Edmund Gosse and Sir Henry Newbolt have joined the Literature and History Committee of the League of Empire, of which Sir Sidney Lee is chairman. This and other committees of the League are preparing work for the Imperial Education Conference of Teachers' Associations which will take place in Toronto in 1921. The Government of Ontario have allotted to the League an education secretary in Toronto to carry out arrangements for the Conference and also to help with

the interchange of teachers and other education work of the League. The London County Council have authorized the League to recommend twenty Canadian teachers to their services each year for one year's experience in the schools. London teachers wishing to take up work overseas are also granted a year's leave of absence. Four Ontario teachers have already taken up work in London under the scheme, and several London teachers are interchanging with teachers in Canada and Australia, where similar arrangements are in operation.

MESSRS. G. W. BACON & CO., LTD., the well known map and educational publishers, who have been in business in the Strand for upwards of half a century, have now removed to Norwich Street, Fetter Lane, E.C.4.

ROYAL SANITARY INSTITUTE.—The Rt. Hon. Viscount Astor has consented to accept the office of President of the thirty-first Congress of the Royal Sanitary Institute, to be held at Birmingham from July 19 to 24, 1920. The Lord Mayor of London has consented to act as chairman of the general committee promoting Health Week, to be held from May 2 to May 8.

THE SCHOOL TEACHERS (SUPERANNUATION) ACT, 1918.—The Board of Education have given notice that, subject to certain necessary modifications, the provisions of the Superannuation Act are to be extended to the Island of Jersey.

INDUSTRIAL WELFARE SOCIETY.—We have received a copy of the first annual report of the Industrial Welfare Society. The society exists to focus and develop the industrial, educational, and recreational activities indicated by the word "welfare." It was formed originally to deal with industrial boys, but recently its scope has been enlarged to embrace all industrial workers; it wishes to retain for industry itself the responsibility for and direction of industrial welfare work. The society desires to assist employers by discussing with them schemes of welfare work applicable to their own particular works; by training and recommending suitable persons for positions as welfare supervisors; and by supplying welfare supervisors with information regarding various phases of welfare work. The practical interest of 230 firms as subscribing members has been secured; more than 1,800 firms have been supplied with information regarding the progress of the movement; and representatives of the society have paid more than 900 visits to individual firms. Full particulars concerning its work may be obtained from the director, the Rev. Robert R. Hyde, Sanctuary House, 33 Tothill Street, Westminster, S.W.1, to whom donations to the funds of the society may be sent.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

We have said that it is incumbent on pedagogy to find nice methods of ascertaining the powers and aptitudes of a child, so that the education proper for him may be determined. Schoolmen in the United States have been addressing themselves to this task with singular ardour. We have before us a recent number of the *School Review* (xxvii. 10), which is edited by the Faculty of the School of Education in the University of Chicago. It contains an article on "The Measurement of Physics Information," another on "The Character and Value of Standardized Tests in History," also "A Brief Bibliography of Tests in High School Subjects." In an American experimental school you will find them clearing English essays of technical errors, then weighing the evidence of a skill to combine and infer, of imagination, and so forth. For estimating ability in mathematics, America has produced scales and measurements beyond numbering. Now, as to the value of such tests the Americans themselves, as we think, are not consentient; Englishmen are wont to ignore or deride them. The wise course would be to study them in experimental schools, to reject the unserviceable, to amend the imperfect, to seek new devices in supplement of them. Yet absolute scientific precision we must not expect. You cannot analyse an essay, for example, as the chemist analyses a mixture of salts; for in the one case the subjectivity of the examiner means much, in the other nothing.

FRANCE.

We noticed recently the definitive table of salaries for primary teachers in France. The *Bulletin administratif du Ministère de l'Instruction publique*, No. 2,402, now publishes the scales fixed for secondary teachers—grouped, they, too, like

Salaries of Secondary Teachers.

the primary teachers, in categories of six ordinary classes and a *classe exceptionnelle*. Let us be content to cite a few illustrative figures. Head masters and teachers in *lycées* admitted to the *agrégation* (*professeurs agrégés* and *professeurs agrégés*) receive the same salary, with the addition for a head master of a modest *indemnité de direction*. That salary is, in Paris, 11,100 francs in the sixth class, rising by 1,000 francs a class to 17,100 in the *classe exceptionnelle*. In the Departments the progress is from 8,800 francs by increases of 900 francs to 14,200 francs. If a head master has only the *licence*, he is paid at a lower rate. *Professeurs chargés de cours* have salaries ranging from 8,100 francs to 13,500 francs in Paris; from 6,800 to 11,600 for *licenciés*, or from 5,600 to 9,500 for *non-licenciés*, in the Departments. Women secondary teachers are paid smaller salaries than men; in Paris, for example, *directrices* and *professeurs agrégées* of girls' *lycées* advance only from 9,300 francs to 15,300 francs, instead of from 11,100 to 17,100. France attaches importance to drawing, and a *professeur de dessin* may attain a salary of 12,600 francs in Paris, or of 10,600 francs in the Departments. But the purchasing power of the franc must improve if the secondary teachers are to be satisfied with the scheduled remunerations.

If the Germans had held Cornwall and Devonshire for forty-seven years and we had got them out, we should have shown a certain grim pleasure.

About Alsace-Lorraine.

The French are capable of a higher joy, and their exultation over the recovery of the three lost Departments, Haut-Rhin, Bas-Rhin, and Moselle is unbounded. On November 22, 1919, the formal opening of the University of Strasbourg by the President of the Republic took place in the presence of Marshal Foch and Marshal Joffre. On December 8, M. Clemenceau hailed the return of the Deputies from Alsace and Lorraine to the French Chamber in a speech vibrant with emotion. Says M. Deschanel: "L'âme de l'Alsace n'a vraiment trouvé qu'en France le génie propre à la féconder," and France has entered Alsace again to resume the fertilization of its soul. But it is not enough that France should return to Alsace-Lorraine; Alsace-Lorraine must also return to France and be studied there with tender interest. *L'Ecole et la Vie* devotes an issue (iii, 14) to the teaching of Alsace and Lorraine in France, discoursing on the geography, the inhabitants, and the history of the region. It recalls, moreover, the great Frenchmen born in the land—the soldiers Kellermann and Kléber, the sculptor Bartholdi, the writers Erckmann-Chatrian, Edmond About, and Paul Verlaine, with many another of notable name. French, it is pleasant to learn, will be introduced gradually, as into Bretagne. "Let us not annoy the Alsatian," says a writer in *La Dépêche*, "by deriding or misunderstanding his dialect, which has been for nearly fifty years an instrument of resistance against Germanism."

GERMANY.

It was at Essen last autumn. The *Entschiedene Jugendbewegung* held a great meeting in the Saalbau. This

Two Decrees.

Jugendbewegung is a movement of the young who have decided that adults, having made a mess of things in general and of the German Empire in particular, are to be hated, and who claim for youth the right of self-determination in school, university, home, State, religion, and love (*Erotik*). One of the speakers in the Saalbau contended for the creation of a Boys' Council to control the instruction in schools and to choose the subjects taught; then other claims were made, so wild that the saner part of the audience belaboured the revolutionists with sticks. Such are the bubbles which rise to the surface in the seething caldron that is Germany. The Prussian Minister now feels that the young, whether *entschieden* or not, must be kept aloof from politics. Accordingly he has issued a decree (*Erlasse*), which lays down that the school must not promote partisan tendencies in its pupils; that teachers must not use their influence for political purposes; and that boys in school must not exhibit party spirit or wear party badges. Another decree, dated December 6, 1919, by the same Minister (Hänisch) states that the textbooks of history hitherto in use do not correspond to present requirements, and that there is to be a thorough revision of them after the approaching *Reichsschulkonferenz*, or Imperial School Conference; he therefore orders that in the meantime existing history class books are not to be used, nor scholars to be required to buy them. In fine, books that deify the Hohenzollern are nauseous to the new democracy.

Perhaps in most histories there is more of propaganda than the innocent suppose, and such works as Heinrich von Treitschke's belong to the category of the *Tendenzroman*.

EGYPT.

In 1917 a strong Commission, under the presidency of H. E. Ismail

Report of the Elementary Education Commission.

Hassanein Pasha, was appointed to examine the question of elementary education in Egypt, and the Report, fearlessly critical and soberly constructive, of this Commission has just been issued. We summarize the contents as briefly as possible. At present it is ignorance that hinders progress in Egypt. The best reforms in the fields of administration, public hygiene, or agriculture are doomed from the outset to be abortive so long as the majority of those to be benefited remain unable to understand them, and therefore to take advantage of them. The present conditions have been described (*Al Akhbar*, April 28, 1917), with only slight exaggeration, thus:—"The majority of the Egyptians are the peasants who wear blue *gallabiyas*, most of whom cannot read and write. If a peasant wishes to have a letter written, he is often obliged to go to another village to find someone to do it for him. As for the handwriting of such a scribe, it can be deciphered only by those versed in hieroglyphics. The Egyptians know nothing about hygiene, as is proved by the stench which fills one's nostrils miles before one reaches a village. This stench emanates from the old heaps of manure which surround the villages or *'ezbas*, and the drains of the mosques which pour their sewage into the canal from which the natives drink. The houses in these villages and *'ezbas* are very close to each other; the doors are small and their rooms have no windows; and the peasant sleeps in his house with his cattle as well as with his children. The peasants dread a doctor as they dread the angel of death. As soon as a doctor makes his appearance in a village, the patients are hurried away to the fields, or are concealed under heaps of cotton-sticks on the roof. Although water is not scarce, most of the peasants are dirty; in fact, they are afraid to take off their clothes for fear that the vermin will carry them away. Again, the Egyptian peasant is the only agriculturist in the world who still follows the systems of tillage practised by the ancient Egyptians. He has not improved his cattle or his crops; and he is still the victim of the merchant and the usurer, notwithstanding all the laws that the Government has passed for his protection."

According to the census returns for 1907, 96 per cent. of the Egyptian population (92 per cent. of the men, 99.7 per cent. of the women), were illiterate; and, so far as can be inferred from available figures, the diminution of illiteracy since then

Inadequacy of the existing Provision.

has been deplorably small. For the adequate provision of elementary education Egypt requires about 10,000 efficient elementary schools (*maktabs*). It has at present only 663 public *maktabs*, potentially efficient, and some 7,000 private *maktabs* or *kut-tabs*. Of the latter the great majority are conducted in sad circumstances—"the buildings are often mere hovels; the children are huddled together under the most insanitary conditions; over 95 per cent. of the children are suffering from ophthalmia; the teachers are ignorant and incompetent; sometimes they are themselves illiterate; the simplest requirements as regards equipment are generally lacking; the instruction is frequently limited to memorizing the *Qorân*; work is carried on amidst a deafening babel."

To build up gradually a new structure of elementary education, the Commissioners have approved a Draft Bill. It lays down that the Provincial Council in each

The Draft Bill.

Province, and the equivalent authority or authorities under each Governorship, shall provide each year approved accommodation in elementary schools for at least one-half per cent. (*i.e.* one out of every two hundred) of the whole population, each town and village being considered as a separate unit and entitled to its own proportion of school provision. The obligation is to cease in any town or village when 10 per cent. of the population has been provided for. Financial clauses indicate the means by which funds will be raised for the establishment and maintenance of the schools. As general principles, boys and girls will be instructed separately, and no fees will be charged. Attendance (contemplated from the age of six to the age of eleven) is not compulsory. The Provincial Council or the equivalent authority will select and appoint assistant teachers; but teachers of higher rank will be chosen by the Ministry of Education. It is proposed that the new law shall come into force on April 1, 1920.

Provision being made at the rate of one-half per cent. of the population until ten per cent. are provided for twenty years will be required for the full realization of the scheme. The Bill contains

General Observations.

nothing with regard to the training of teachers; it assumes that a supply of qualified teachers will be available as and when required. With respect to religion, every elementary school maintained or aided by a Provincial Council or equivalent authority will be open to Egyptian children irrespective of their religious faith. A parent or guardian may, by written request addressed to the Head of the school, withdraw his child from the religious instruction given in an elementary school, if the instruction is not in accordance with the religion professed by the parent. Otherwise religious knowledge is an obligatory subject. In the vast majority of cases, the schools maintained by the Provincial Councils and equivalent authorities will be Mohammedan, and the syllabus to be prepared by the Ministry of Education will include instruction in the Qorán and the principles of Islam; but it is left open to any Provincial Council or equivalent authority to establish elementary schools specially for Copts. The scheme as a whole, we remark, is so modest that it will surely have to be supplemented at an early time. Non-compulsory education ended at the age of eleven will neither suffice permanently for Egypt nor be approved by the British Empire.

CORRESPONDENCE.

THE PROFESSION AND PARTY POLITICS.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—To an observer of educational movements one of the most disquieting features of the present time is the repeated effort on the part of certain sections of the profession to bring about a definite attachment to the Labour Party. The reasons for this movement are somewhat obscure. But, while anxious to avoid doing any injustice, one cannot help suspecting that they are professional rather than educational—that the real purpose is the securing of our aims for improved conditions, greater security, increased pay, and the like, rather than the attainment of a sounder system of national education.

Many of us view this movement with feelings of alarm, as inimical to the highest interests of education. It seems significant of an attitude that unfortunately exists somewhat widely in the profession and manifests itself in various ways; the attitude that appears to regard the instrument as greater than the cause, and the teacher's interests as more important than those of education. That the two are intimately bound together is a truism. But we are prone to make the one loom too large, and to think too little of the other. Our sense of proportion is at fault. The burden of our discontents rises like smoke to bemuse us and obscure our sight.

We had a hint of this when Mr. Fisher addressed the Conference of Educational Associations on January 1. "Do not think of salaries," he told us. That, of course, as he himself knew, was a counsel of impossibility; and as such it does not merit consideration. But then he did not mean what he said. The phrase did its work of catching the ear and arresting thought. What he really meant was probably something of this sort—"Do not conduct your conferences as though salaries were their sole, or even their main, object. Concentrate rather on the vast mental and spiritual factors of your work. Show in all that you do that you believe these to be the things that really matter, that you are capable of broad and lofty constructive thinking upon questions of educational ideals and their attainment, of educational control, organization, and administration, as well as able to look after the practical problems of your own immediate personal requirements and interests."

Taken with such a connotation the words are of prime importance. For it is in the highest degree essential that we convince the public, education authorities, and Parliament that we possess such an outlook and such abilities. At present they are far from being so convinced. It is scarcely to be wondered at. Too often and too extensively in our various Association gatherings throughout the year do the more combative elements assume control and endow the records of

those meetings with a character that obscures the undercurrent of lofty thought and purpose that is undoubtedly there. We know that many, perhaps the majority, in the profession are animated with feelings of intense devotion to the cause of education. But this is a day of noise and bustle; and the still, small voice of Idealism is lost in the roar of the fire and the rushing of the wind.

How shall we win our way to public confidence and esteem? Surely not by this suggested union with Labour. Already the danger exists that the public shall be led to think of the profession somewhat as an enormous trade union—a danger unfortunately, but undoubtedly and inevitably, fostered by the strikes or threatened strikes on the part of certain sections of teachers. And, although it may safely be said that the great majority of teachers would refrain from using the strike weapon, the indiscriminating public is unable to realize that fact and classes us all together.

It is, of course, an undeniable fact that the Labour Party alone of all the political parties has given evidence of any living interest in education, and alone has formulated a definite education policy. That any party whatever should have so spoken is matter for rejoicing, and it would be unbecoming, as well as ill-advised, in us not to accept as far as may be possible the assistance which so powerful a body can lend to our cause. We welcome the co-operation of Labour in securing the aims of education as we should welcome that of any other section of the community.

But definite attachment to the Labour Party is another matter. I speak neither for nor against any particular political party. It is, however, idle to deny that Labour is gravely suspect by many—not, be it added, in respect of the purity of the motives inspiring its educational policy, but in its general political trend. Such an alliance would thus destroy at a blow the confidence of the public, while it would infallibly split the profession from top to bottom.

Let it be emphasized that there is no political bias in this point of view. Whatever personal political opinions we may hold, it should be regarded as nothing short of a calamity for the cause of education to be identified with any particular group. Quite apart from the many minor questions that would arise, there is the fundamental duty that is ours of insisting on the *national* character of education. One could as well conceive the legal or medical profession affiliating itself to some particular party, and the administration of justice or the welfare of the national health being made a question of party politics.

The greatest educational movement of recent times is the steady progress towards unification. What with registration, Whitley Councils, united conferences, joint professional associations in various parts of the country, the employment of teachers as occasional inspectors, the representation of teachers on education committees, the setting up of advisory and consultative councils, and what not, the lines between secondary and elementary, between heads and assistants, between administrators and teachers, are becoming gradually more and more shadowy. We are achieving a single "professional consciousness." Outside, too, there is slowly developing a "national consciousness" in regard to education.

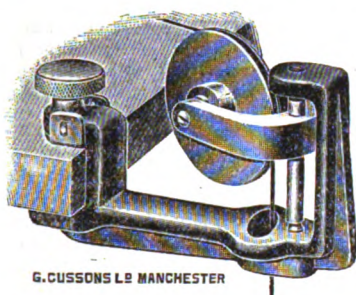
These things are of the most profound importance, and it is for us to seize every opportunity for fostering and stimulating them. We must drive home the fact that education is of no sect or creed, no party or group, that in a sound educational system lie the very seeds of a healthy national life; so that it should be a characteristic of the normal civic conscience to demand such a system. Education is no panacea for national diseases. In an immoral community, indeed, it gives but greater power for the working of evil. But in a State that is sound at heart it provides the means, through breadth of outlook, sympathy, and understanding, for international peace, and furnishes safeguards, through community of interest, power of thought, soundness of knowledge, and sanity of judgment, against the perils that may assault the nation from within.

C. W. P. ROGERS.

(Continued on page 90.)

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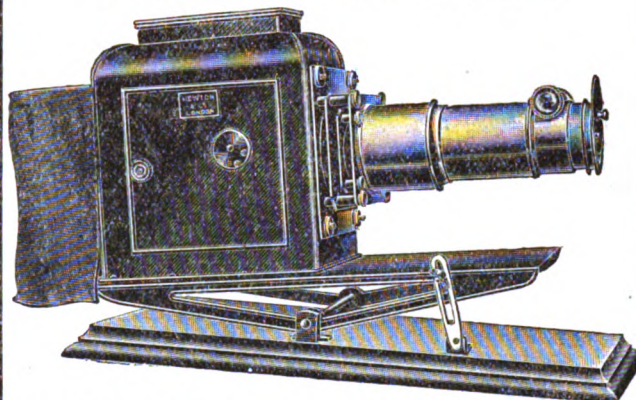
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"WHAT WE MAY COME TO."

To the Editors of *The Journal of Education and School World*.

DEAR SIRs.—Millet's last remark at that master's meeting was: "To wilfully and of set purpose repress—."

The proof I corrected had it right; but no doubt you have given orders on no account to allow a split infinitive houseroom in your pages; and this, I am afraid, has damped the end of my squib.—Yours faithfully.

THE WRITER OF THE ARTICLE.

January 12, 1920.

SALARIES IN SECONDARY SCHOOLS.

To the Editors of *The Journal of Education and School World*.

SIRs.—Now that the grievances of elementary-school teachers have been partially met by the granting of a minimum wage, perhaps the Board of Education will take the necessary steps to do justice to secondary-school teachers in the same statesmanlike way. The urgency of the matter can be realized on looking through a column or two of those educational journals which open their columns to advertisements, when the disparity between salaries offered by different authorities will be seen to be alarming. This disparity is the more glaring when it occurs in schools in the same county, and often the worst offenders are the endowed schools. In many cases these ancient seats of learning have been in troubled waters for years, and to offer the salaries now paid by some of the more progressive authorities would mean insolvency. In some cases they have been kept alive by grants from County Councils to save the latter the expense of building schools of their own. But the question arises: "How long ought an endowed school, almost independent of a county authority but in receipt of county grants, to usurp the functions of a county school when it will not, or cannot, pay the county scale?" Surely all county authorities, before making such grants, ought to make it a condition that the county scale is paid to all teachers in the said schools. The following two cases, in the same county and within a few miles of each other, will show the necessity of State action and, if necessary, of State assistance.

A.—Lancashire County School.

(a) Scale for male graduates, £180 to £450.

(b) The L.E.C., from April 1 last, placed every graduate at the point of the scale he would have occupied if the scale had been in force when he joined the staff.

(c) Six of the eight male graduates are in receipt of salaries ranging from £350 to £420 a year, two having had increases of £170 a year. (Facts verified by the Director of Education for the County.)

(d) Feeling that the teachers are adequately remunerated, the L.E.C., in the interests of both teachers and pupils, limits its teachers to work on two evenings per week.

B.—An Endowed School, practically independent of County, but in receipt of County and Board of Education Grants.

(a) After repeated applications for help, the Governors grant the county scale, but do not make it retrospective, as in the County.

(b) Not a single master (a dozen in the school) receives more than £350 (the average is about £250), although several have had twenty years' teaching experience, and all are graduates.

(c) Inadequately paid, the staff are keener than any staff I have known for paid work in out-of-school hours.

The moral is plain. There will continue to be unrest and dissatisfaction in the profession, and a continued shortage of teachers, until these monstrous inequalities are swept away. As long as teachers are paid miserably inadequate salaries, they will have to take on excessive evening work, which reduces their efficiency and their opportunities for further culture and leisure. Until Mr. Fisher introduces a satisfactory national scale for secondary teachers, there cannot be that educational leap forward that we are all anxious to see.—Yours faithfully,

W. R. F.

THE first issue of *Discovery*, a monthly popular journal of knowledge, published by Mr. John Murray, at 6d. net, contains seven articles, some editorial notes, and a few columns of book reviews in its twenty-four pages. Prof. R. S. Conway writes on the secret of Philae, Dr. S. Price on smoke screens at sea, Prof. T. H. Pear on the modern study of dreams, the Master of Balliol on discovery and education, Dr. A. S. Russell on sound-ranging in war time, and Dr. Rudmose Brown on Spitsbergen. We are a little doubtful if the average educated reader will understand some of the terms in the scientific articles, but we are sure that the new magazine may appropriately find a place on the table of all school reading rooms.

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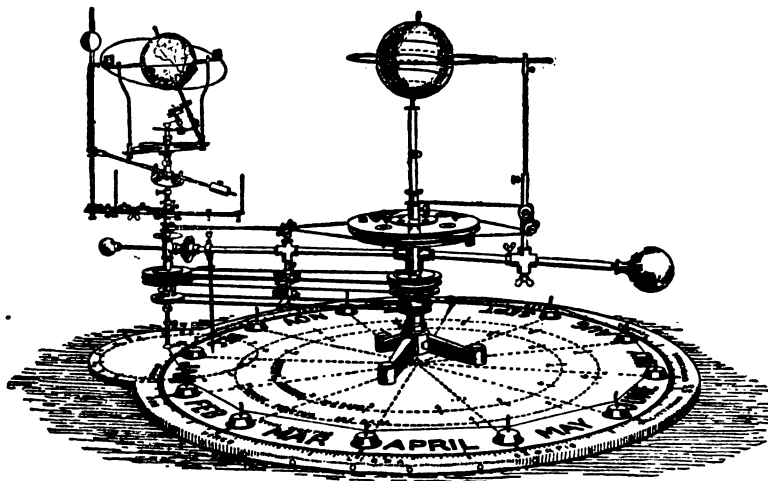
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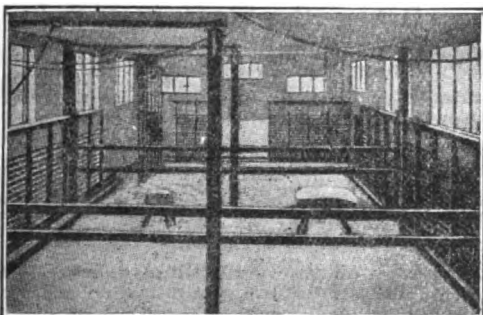
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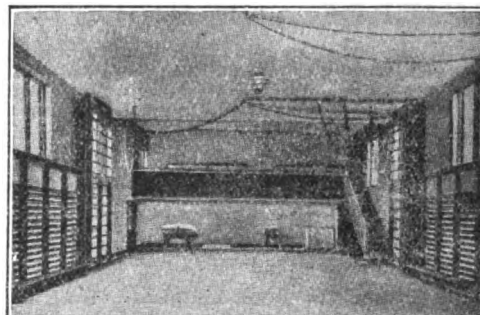
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LONDON: MR. WILLIAM RICE, 3 LUDGATE BROADWAY, E.C. 4.

A REVIEW OF FIRST SCHOOL EXAMINATIONS.

CIRCULAR 849 of the Board of Education (containing proposals for the better organization of examinations in secondary schools) referred to the need of an advisory board entrusted with the duty of inquiring into existing school examinations conducted by universities, and of bringing about uniformity of standard. In 1917 the Secondary School Examinations Council was established. In 1918 the following seven examinations were approved, on the recommendation of the Council:—Oxford and Cambridge School Certificate, Oxford Senior, Cambridge Senior, Bristol School Certificate, Durham First School Certificate, London General, and Northern Universities Joint Matriculation Board School Certificate.

The Council then appointed a body of investigators to inquire into the methods and standards of award in the seven approved First Examinations, held in July 1918; the investigation was held in December 1918 and January and February 1919. Mr. C. Norwood acted as chairman, and Mr. Chr. Cookson as secretary to the investigators as a whole, and seven panels were constituted:—

GROUP I.—English: Mr. J. H. Fowler, chairman; and five others.

History: Mr. J. Wells, chairman; and seven others.

Geography: Mr. C. B. Fawcett, chairman; and five others.

GROUP II.—Classics: Prof. R. S. Conway, chairman; and nine others.

Modern Languages: Mr. H. J. Chaytor, chairman; and eleven others.

GROUP III.—Mathematics: Prof. H. H. Turner, chairman; and ten others.

Science: Mr. J. Talbot, chairman, and fifteen others.

A selected number from each panel were concerned in each particular investigation, so that every member obtained an insight into the working of several examinations; and each panel included one of H.M. Inspectors, who took part in every investigation.

The panels submitted confidential reports on each examination, as well as subject reports based on their experience of all the examinations. The latter have now been issued by H.M. Stationery Office in three pamphlets (each 4d. net), dealing respectively with Group I (English, History, Geography), Group II (Classics, Modern Languages), Group III (Mathematics, Science).

In the preface to these pamphlets it is cautiously stated that "it must not be assumed that either the Council or the Board are at present committed to any or all of the suggestions contained in them"; but this in no way detracts from the importance to be attached to the reports of seventy experts whose names command respect, and who have had exceptional opportunities of forming conclusions as to existing methods of examination and of offering suggestions for their improvement. A perusal of these reports shows that their careful and conscientious inquiries have indeed produced very valuable results, to which more detailed reference will be made later.

Consideration of the subject reports as a whole, however, fails to give unalloyed satisfaction. Not all the panels have risen to the height of the occasion. While some have provided a fairly full statement of the various aspects involved, others have contented themselves with a mere list of more or less disconnected conclusions. It would have been better if some scheme had been thought out to which all the reports would have conformed. As it is, suggestions of a general kind are given in some individual reports, and others leave out of account important matters about which the views of the investigators would have been helpful.

The most serious drawback, however, is the neglect to make use of this unique opportunity for an inquiry, on broad lines, into the methods of examining. There should have been yet another panel for this purpose. The Board of Education have experienced examiners; the Civil Service Commission specialize in this work; and some of the examining bodies have experts that might have been added to the panel. Such a panel would have given attention to a number of important questions, some of which are touched on in the investigators' reports, but hardly any of which have received adequate treatment. In the hope that the School Examinations Council may take an early opportunity of devoting attention to the matter, some of these questions are here indicated.

(a) Principles to be Observed in the Appointment of Examiners.—Should all possess present or past experience as teachers in secondary schools? Should the existing disproportion between men and women examiners be maintained? For what period should examiners be appointed?

(b) Relation of Inspection to Examination.—Can this be rendered effective unless the inspecting authority and the examining body are the same? To what extent does this prevail at present?

(c) Relation of Teachers in Schools to Examination.—What weight is attached to their estimates of the candidates' merits? To what extent are conferences held between the examining body and (1) heads of schools, (2) specialist teachers? Have the teachers any concerted means of submitting to the examining body their criticisms of papers that have been set, or suggestions for improving the examination with which they are concerned?

(d) Uniformity of Standard.—(1) The functions and status of moderators, responsible for the suitability of the papers and the maintenance of the same standard of difficulty. (2) Means of remedying variations due to the personal equations of several examiners when they mark the same paper. (3) The encouragement of judicious originality in questions, and avoidance of repetition of the same or similar questions year after year. (4) The treatment of difficulties arising from the submission of special syllabuses.

(e) The General Character of the Papers.—(1) Length of

time suitable? (2) To what extent is choice of questions desirable? (3) Should the maximum mark for each question be stated in the paper?

(f) Marking.—(1) The relative value and suitability according to subject of various methods of marking: (i) by impression of a whole question, passage, &c., or of sections of the same, or by standards (e.g. A, "Excellent"; B, "Good," &c., to each of which a fixed number of marks is assigned); (ii) destructively, marks being deducted for mistakes. Should the examiner be at liberty to add a bonus ("grace" or "merit" marks) on the strength of his impression of the performance as a whole? Should marks be deducted for poor English, defective spelling, bad handwriting; and should this be done in "English subjects" only or throughout the examination? (2) The dangers attending the assignment of maxima that are too high or too low. (3) The difficulties of determining the credit mark. In any examination, those in the "first class" and those "not classed" are distinct from the bulk of the examinees, but there is no clear dividing line between the second class and the third, and it is here that we have to determine the border line for "credit."

General conclusions on these points would be of great value to the examining bodies, and many of them would also be applicable to the internal examination of schools.

Turning to the individual subject reports, we note the following matters of interest:

English.—The composition paper should include essay, précis, and questions on grammar and composition, but no "formal grammar," and the introduction of a "reproduction" (in itself a "good exercise") is unnecessary. A pass in the essay should not be made obligatory, because "there is no subject in which examiners are more liable to differ in their estimate of the value of an exercise, and no subject from which it is more difficult to eliminate the element of chance." A candidate's success should be determined by his achievement in the English papers as a whole.

In literature, books should be prescribed, but with a good choice of alternatives. There should be no questions on general literature at this stage.

History.—This is perhaps the least satisfactory of the subject reports, which is all the more to be regretted, as more complaints are received of examinations in this subject than in any other. Little is to be gained from such a statement as "It is considered most important that questions should be set testing both accurate knowledge and power of thought and generalization"; or, "There is always a danger of too great credit being given for the mere reproduction of good notes. This danger should, as far as possible, be guarded against in the setting of questions." It would have been much more helpful if the investigators had supplied specimens of good and bad questions.

No indication is given to what extent a choice of questions should be allowed; whether all should receive equal marks; how much average time is desirable for answering the questions; within what limitations schools should be allowed to offer special syllabuses, &c.

Geography.—In its comprehensive treatment this is perhaps the best of the reports. The investigators, after careful consideration, recommend that "no special region other than the British Isles should be prescribed." They dwell fully on the form of the papers (length of time, choice of questions, division into sections, &c.); and, in discussing the marking, point out, as a serious defect, "a general reluctance on the part of examiners to give high marks for answers which were really good for candidates of sixteen years of age." A special section is devoted to sketch maps; it appears that examiners do not attach sufficient importance to these.

In an Appendix (Joint Recommendations of the Examiners in Group I) the opinion is expressed that Geography should appear in both Group I and Group III. The majority favoured the inclusion in Group I of religious knowledge, but regarded the existing tests as too easy. They approve, with reservations, of special syllabuses. They are almost unanimously of opinion that there should be no compulsory papers; but a good command of English and the power to write it

intelligently should be regarded as an essential qualification, to be tested especially, but not exclusively, in the papers set on subjects in Group I. There are also some suggestions for marking; the giving of "merit marks" (not exceeding 10 per cent. at most) is approved, but "charity marks for vague answers and imperfect generalizations should be given very sparingly."

Classics.—The investigators state at some length the objects which should be sought in classical examinations at this stage. They consider it should test "a knowledge which would normally have been acquired in four years' training in Latin and a somewhat shorter, but still substantial, training in Greek." This seems to leave out of account that in most secondary schools with which the Board of Education is concerned Latin is a second foreign language in which at the outside three years' instruction is provided. It is usually alternative to a modern language, and the investigators in modern languages state in their report that "not more than two years' study of a second modern language can be presupposed in the generality of cases." The classical scheme seems consequently rather more ambitious than circumstances warrant; it demands literary and historical study which in a normal three years' course can be attempted only in a very elementary fashion. Much attention is devoted to the question of set books. The reading of continuous texts is rightly demanded, and it is implied that, in the majority of cases, this can only be secured by examining in prescribed books. The investigators do not, however, exclude unseen translation as an alternative, but it "should be allowed only to those schools which have satisfied the examining body by definite evidence that their pupils have duly pursued a course in the continuous reading of authors." In inspected schools this should be an obvious requirement; and in others a teacher would surely be willing to supply this definite evidence rather than have his liberty of choice impaired. The rest of the classical report contains no points of outstanding importance. It is, however, worth noting that no protest is raised against the deplorable way in which knowledge of accident is often tested by classical examiners.

Modern Languages.—The conclusions of this sane, well planned report are in agreement with good modern practice. The paper should include prose and verse unseen passages, set composition, and free composition. The verse unseen should not be sentimental or introspective; the passage for translation into the foreign language should be in simple language. Various methods of testing free composition are enumerated; the investigators favour a subject of which the treatment is indicated by the "briefest possible headings in the foreign language." Three-hour papers are regarded as too long; and "no foreign-born examiner should examine written work." No modern language examination can be regarded as complete which does not make provision for testing all candidates in dictation and reading aloud, if not in conversation.

There is an Appendix of recommendations jointly made by the investigators in Group II, but it contains little that does not appear in the separate subject reports.

Mathematics.—The report takes the form of a number of conclusions. The following appear to be of special importance:—Candidates should be judged for all purposes on the aggregate marks for the three papers (Arithmetic, Algebra, Geometry), without subordinate conditions. Questions on the use of logarithms and similarity should be included; also questions on numerical trigonometry, but not to such an extent as to compel schools to take it up. Algebraic processes and symbols should be allowed in the Arithmetic paper. "Additional Mathematics" should be retained as part of the examination, but should not include conic sections and calculus.

Nothing is said about length of papers, choice of questions, the inclusion of straightforward questions in the Arithmetic paper, avoidance of an excess of complicated calculation; nor about the very important question whether Arithmetic or Elementary Mathematics should be compulsory for all candidates.

Science.—This report contains a great deal of interesting and valuable matter, which it would be difficult to condense. The main headings are: (a) the content of Group III—it is suggested that two at least of the following subjects should be obligatory: (1) Mathematics, (2) Physics, (3) Chemistry, (4) Physics and Chemistry [not to be taken by those who take (2) or (3)], (5) Botany; (b) the content of "Physics" (particularly valuable); (c) the position of Mechanics; (d) provision for the combination of Physics and Chemistry; (e) practical examinations in Science; (f) the arrangement and content of papers in Botany; (g) the position of Natural History.

Reviewing the reports as a whole, we cannot but appreciate the skilled and conscientious work of the investigators, which should have extensive results in improving the seven First School Examinations that have been approved by the Board of Education.

UNIVERSITIES AND SCHOOLS.

WALES.

Mr. J. Herbert Lewis, M.P., Parliamentary Secretary to the Board of Education, in an address before the Association of Past Students at the University College, Cardiff, explained rather fully the

Public Libraries. provisions of the Public Libraries Act, which should form a useful appendix to the Education Act of 1918. The removal of the penny rate limitation will enable county councils to put the Public Libraries Acts into force throughout the county areas, and we should presently see a large extension of the library system into the most remote country places, so that in each village there should be a constant supply of books for circulation. There was also another important development now possible, a central library for each county with an expert librarian in charge, who would not only direct the distribution and exchange of books for the outlying area, but would be the adviser of all persons seeking knowledge. Should the Act be administered in no niggardly spirit its possibilities for good are great, and many a remote part of Wales, often the home of much natural but undeveloped talent, should receive much enlightenment and intellectual pleasure.

At a conference held at Swansea on January 9, an illuminating address on this important question was delivered by Mr. F. W. Gilbertson, who is the chairman of the Education Board of South Wales Manufacturers. At the present time the industrial population is split into two bodies, the relation between them being in process of modification. We were witnessing the cohering of those who worked with their hands into a political block animated by a single policy, and therefore likely before long to be entrusted with the responsibility of governing the country. It was therefore obvious that the interest of the country required that they should be as well prepared to take their part as education can make them, and that the power of forming balanced opinions, of sifting evidence, of realizing the limitation of individuals' knowledge, and the creation of a body of citizens capable of producing a sound public spirit, are far more important aims, just now, than the achievement of mere technical efficiency. No honest observer would deny that the public schools had produced a saner and more dutiful public spirit than any other agencies in history. This and other considerations led him to recognize the vast importance of the quality and outlook of their teachers. They should be a body of persons properly trained, with broad vision and the highest traditions of the Civil Service. The speaker also directed attention to the large proportion of unskilled labourers employed in the works. He was also strongly of opinion that we must modify the views commonly held and accept the conclusion that early specialization was of no value to those who were going to enter industry. From this point of view, whole-time general education to sixteen at least with every subsequent opportunity for attending voluntary continuation schools was the best suited for the industrial population. In Wales, fortunately, the machinery of education was difficult to improve, and ample facilities existed for all who were worthy of such higher education, and he therefore urged (1) all parents to take the fullest advantage of all facilities for better or special education, and (2) employers to find room at a proper rate of remuneration for university graduates who desire to enter industry and give facilities to university students to gain practical acquaintance with industrial processes during their vacations. As Mr. Gilbertson is generally regarded as one of the most influential of the industrial magnates of South Wales, it is to be

hoped that his views will be duly noted by all his colleagues, because, hitherto, not much encouragement has been given by them to university graduates, and it is notorious that they have usually looked askance at the employment of a due proportion of such men in their works.

At the same conference, Prof. J. Jones, of Brecon, outlined his views as to the future control of secondary education in Wales. He made some caustic references to the present Welsh Department, which is a mere appendage to the Board

Control of Secondary Education.

of Education and therefore not suited for the responsible duty of acting as the supreme authority. The Central Welsh Board, on the other hand, stood for the democratic ideal which appealed so strongly to the Welsh people; and in his opinion, no solution of the problem before the Departmental Committee of Inquiry was possible which did not recognize control by the people as a fundamental principle. The simplest solution was to be found in a measure of complete autonomy by which Wales would have a Parliament of its own, an Education Minister of its own, and an Education Department of its own. But as there is—as yet, anyway—but a slight possibility that this ambitious scheme will materialize, he suggested the reincarnation of our old friend the National Council to take the place of the Board of Education, with the further addition, in order to maintain Imperial control over all funds, of a Minister for Education. Unfortunately, we fear that all these suggestions, which are not by any means new, do not throw much light on the present difficulty, and they strike one rather as short cuts to a solution. The appointment of a Minister would, of course, alter the whole situation and sweep away most, if not all, of the present anomalies; but it is more than probable that such a revolution in our relationship to Parliament cannot be effected in the near future and that some other and less ambitious plan must be discovered to deal with this question of educational reorganization. Mr. T. Botting, Director of Education for Aberdare, read a paper on Part III Authorities, and several subsequent speakers supported his contention that their claims for more powers of control should be allowed. The interrelationship of the university and the secondary school was discussed by Mr. J. Trevor Owen (Swansea), who was of opinion that, whatever the powers and constitution of the controlling body will be, the demands of secondary education are so great and complex that a special authority should be created which would have full executive powers to deal with this branch of education. He also strongly objected to transferring the control of the schools to the University Court, and also deprecated the separation of inspection and examination: they should be conducted by the same authority. Other topics dealt with were: the supply of educational facilities, by Mr. T. J. Rees (Swansea); the problem of children in scattered areas, by Mr. D. E. Williams (Gowerton School); and the relationship of the primary to the secondary school, by Mr. W. Edwards (Chief Inspector Central Welsh Board). Mr. Edwards believed that the scheme as drawn up for Glamorgan was calculated to carry out with great success the provisions of the Act, and that, generally, Wales was determined to make the fullest use of the new opportunities. The conference on the whole was instructive, and no doubt the Commissioners gained a new light on some of the problems before them, as most of the papers were relevant and well thought out.

This Committee have published their recommendations to the Departmental Committee. They are to this effect: (1) that closer co-ordination between elementary, secondary, and higher education is essential; (2) that inspection and examination of secondary and elementary schools shall be conducted by one central authority; (3) that adjoining counties should be required to co-operate in the provision of secondary education in the most accessible county school, irrespective of the home-county of the pupil; (4) that properly controlled hostels are essential in county schools; (5) that colleges should be established to provide special teachers in physical training and other essential technical subjects; (6) that the present local governing bodies should be retained with undiminished powers, subject to the review of the financial relations between them and the county authority.

The first recommendation is vague, and we should like fuller details as to the best method of establishing such co-operation. Everyone agrees with this principle, but the problem before us at present is how best to give effect to it; but apparently Anglesey has not faced it seriously. At present there is in practice a great deal of co-operation between the elementary and the secondary school, as well as between the latter and the university, and we are not sure that very much more is possible in Wales, for one system has grown automatically from the other. The second recommendation is not clear. Does it mean that both the secondary and the elementary school shall be examined and inspected

The Anglesey Education Committee.

by some such body as the present Central Welsh Board with, say, the same panel of inspectors? And is it proposed to revive that obsolete system of primary school examination? We should like more light on this recommendation, for, as it stands, it does not appear to be educationally sound. We are glad to see that the powers of the local governors should, as far as possible, be left unimpaired, for anything that tends to diminish local interests is likely to have a detrimental effect on the efficiency of the schools. Just now the tendency is to concentrate all powers in the county authority which, whatever its advantages from an administrative standpoint, has many counterbalancing disadvantages.

There is much discussion over a resolution of the Education Committee at Wrexham that Welsh shall not be taught in the elementary schools in that town. Though it is on the English border there is a strong element of Welsh in the population, and this section feels that the action of the Authority is a serious reflection on their language. Their protest is also generally supported throughout the Principality.

Wrexham and Welsh.

Major W. P. Wheldon, D.S.O., has been appointed registrar of the University College, Bangor. Up to the present Dr. J. E. Lloyd has held the registrarship, together with the professorship of history, but, owing to pressure of work, he has now resigned the former office.

Appointment.

SCOTLAND.

The new year congress of the Educational Institute at St. Andrews marks a welcome return to pre-war practice. Since 1914 the succession of annual congresses held at different centres throughout Scotland has been suspended, and only single-day conferences without the pomp and ceremony of the congresses have been held. The choice of St. Andrews on this occasion was a happy one. In these modern times the ancient city lives and has its being in golf and education, and its interest in education made its welcome to the members of congress warm and friendly. Sir John Herkless, the principal of the University, and the Rev. Dr. Sloan, the provost of the town, vied with each other in making the teachers at home. There was a pleasant sincerity in their greetings at the opening meeting, and this good feeling was later expressed in the fine reception accorded to the congress by the Town Council at the end of the day's proceedings.

Ceremonial business occupied a considerable part of the time at both of the first day's meetings, only one paper being read at each. In the morning, Mr. Glover, the president, gave a general survey of the educational situation, discussing in his quiet effective way the salary scales and the grievances of the primary teachers. In the afternoon, Mr. D. Kennedy Fraser, lecturer in Education in Moray House, Edinburgh, dealt with the topical subject of "Educational Research." But, good as both papers were, they were to some extent eclipsed in interest by the appearance of Prof. John Burnet, professor of Greek in St. Andrews, and one of the most outstanding of university teachers in Scotland, and the Hon. Robert Munro, the Secretary of State for Scotland, to receive the Honorary Fellowship of the Institute. Both men, in addressing the congress after receipt of the Fellowship, showed themselves appreciative of the honour that had been done them, and well indeed they might. The inclusion of their names brings up the number of honorary graduates in the last twenty years to a score, and associates them with the most honoured personalities in the recent history of Scottish education.

On the Saturday morning the congress settled down to serious business with a programme that included some of the most important subjects that are occupying the minds of Scottish teachers at the present time. Dr. Boyd, of Glasgow University, opened the morning session with a vigorous paper on "The Training of Teachers." Coming from one with his inside knowledge, his indictment of the existing system was serious. According to him, the students in the training colleges are demoralized by the multiplicity of subjects that are crowded into too short a period of training, and by the debasement of the standards of work that follows inevitably from the fact that practically everyone passes in every subject. The root of the evil was in the too close control of the colleges by an over-efficient Education Department. Lacking independence, the colleges had failed to develop traditions or ideals, and had, consequently, no power to inspire either lecturers or students. He advocated an extension of the period of training from two years to four: contended, indeed, that the undue differentiation of salaries as between non-graduates and graduates had made extension inevitable, and that the teaching profession would never

The New Honorary Fellows.

The Training of Teachers.

be satisfied now with a short-term training that continued the difference into the future. His view was that every teacher in training should take the course leading to a degree in arts or science, and that only the professional training should be done in the training college. He looked forward to a time when these colleges and all the central institutions would be affiliated to the universities. Meanwhile, till the universities were prepared to undertake this increase in their responsibilities, he urged that the colleges should be allowed much greater freedom under the re-constituted Provincial Committees than they had hitherto enjoyed.

The Proposal for a B.A. Degree.

In the discussion which followed Dr. Boyd's paper, one speaker called attention approvingly to the proposal made by Prof. Burnet that a B.A. degree, including a selection of the arts subjects which have a special bearing on the teacher's work, should be instituted in the Scottish universities. The plan seems to be that the period of training should be spread over three years, and that, alongside the professional work, two university classes should be taken in the first year, one in the second, and two again in the third. The proposal met with a somewhat mixed reception from the congress. Those who thought that, in spite of Dr. Boyd's optimism about the supply of teachers, it would be impossible to get sufficient teachers with a four years' course, were inclined to favour the B.A. idea as a workable compromise. But there was a body of opinion against it on the ground that it would be a cheap degree that would not raise the status of the profession. Those who were discussing the subject do not seem to have been aware that the B.A. scheme had ceased to be a live issue in educational politics before the congress met. A week or so before it had been rejected by the Senate and by the Court of Glasgow University. Since it is practically, if not legally, essential that all the Universities must be in agreement in a matter of common concern like this before the necessary ordinance can be secured, the action of Glasgow makes it unlikely that any further steps will be taken towards the institution of a B.A. in the meantime.

Dr. Morgan, who has for many years been principal of Moray House Training College and has just been promoted to the Directorship of Studies under the Edinburgh Provincial Committee, dealt in a masterly way with the schemes that are

The Further Training of Teachers.

afoot for the further training of teachers. One aspect of the subject has been much in the thoughts of non-graduate teachers during the last month or two. Many of them are eager to know how they can make the additions to their qualifications which will put them on a level with graduates in respect of salary and status. To meet their case Dr. Morgan suggested that summer courses on a graduation level shall be held in at least one of the universities, in which the chief subjects of school education (especially literature, languages, sciences, mathematics, history, geography, and economics) would be taken up. Dr. Morgan's scheme is apparently different from that set forth by Prof. Darroch in a memorandum prepared for the Edinburgh Provincial Committee. Prof. Darroch's proposal is that each course for non-graduates should be spread over two summers and a winter—a month in the summer and twenty weekly meetings in the winter. Dr. Morgan spoke more vaguely of the whole training occupying five or six summers. Though the latter scheme received general approval at the congress, it will be interesting to await the more considered judgment of the non-graduates. It does not seem likely that a sustained course of study that is to be on a university level and yet is not to lead to a degree will satisfy them.

Dr. Morgan went on to advocate the establishment of vacation classes of an advanced nature as a normal part of the work of the universities, in order to equip ordinary graduates for teaching in the secondary schools. All were agreed, he said, that the secondary schools must have specialist teachers whose knowledge of their subject was on the M.A. honours level. But the universities were not turning out a sufficient number of honours graduates to meet the demands of the schools, and some addition to the ranks of properly qualified teachers by means of post-graduate instruction was imperative. Anticipating the objection that the universities were not likely to undertake vacation classes, he hinted, not obscurely, that Edinburgh University might be making a start in the coming summer. This would certainly be a welcome new departure.

At the closing session of the congress two papers were read: the one on "Labour and Education," by Mr. Henderson, the Editor of the *Scottish Educational Journal*; the other on "Primary Education," by Mr. D. J. Young (Cowdenbeath), the Secretary of the Fifeshire Branch of the Institute. The paper on primary education had obviously been included in the syllabus to allow primary teachers in general and non-graduates in particular to express their discontent. From that point of view Mr.

Young's paper was a success. It made a forcible yet temperate protest against the tendency to underrate the importance of the primary teacher and his work. On the vexed question of existing non-graduate teachers Mr. Young had nothing new to say. His most valuable point had reference to the future. He wanted the day to come when there would be only one class of teacher, having one aim and one value to the State. That implied a full course of university training for all future teachers. Following on the address a resolution was passed with unanimity insisting on all existing teachers being placed on the graduate scale and urging the Institute to use every endeavour to secure from the Authorities the acceptance of this view. If the resolution is not mere words, like most resolutions, this means that the Institute will have to attempt to compel all the backward authorities to bring their non-graduate teachers up to the level of the graduates, in the event of a refusal to do so on their own initiative. It would be most unfortunate if the salary struggle were to continue in this fashion. Everybody had hoped that the institution of the minimum scales would allow Scottish teachers to forget all about salaries for a long time to come.

The Secretary for Scotland has been industrious in speech-making during the parliamentary recess, and his main theme has been Scottish education. He is evidently apprehensive of the effect on

Mr. Munro's Deliverances.

public opinion of the attacks that are being made on the Act of 1918, and is trying his best to counter them, partly by re-stating the case for a bold measure of educational reconstruction and partly by seeking to ease the burden where it presses unduly. In the latter connexion the announcement of a forthcoming change in methods of rating, first announced at the St. Andrews congress and confirmed at a conference with representatives of the local authorities, is of special interest. The financial difficulties which have arisen in the course of bringing the new Act into force have been greatly accentuated by the present system of rating, and any scheme which removed the grosser anomalies of rating would make it much easier to complete the operation at a comparatively early date. Apart from rating troubles, however, Mr. Munro is being hampered in realizing the provisions of the Act by the limitation of new expenditures on Scottish education to eleven-eighths of the corresponding English expenditure. This means that Scotland must hang back till the charges consequent on the English Act mount up and warrant an equivalent expenditure north of the Border. That and the paying up of "accrued" grants earlier than had been intended in response to the urgent demands of the authorities have compelled Mr. Munro to announce, in a circular of the Education Department, that he has most reluctantly been driven to the conclusion that it would be unwise to hold out any prospect of the Department being able to appoint an early date for the raising of the school age as provided in the Act. In any event there must have been delay in raising the school age till the additional teachers required were available; but the teaching profession will join with Mr. Munro in hoping that this vitally necessary change may not be too long deferred.

IRELAND.

The new year has begun in Irish education with much uncertainty generally, and with much discouragement among teachers in particular. All last

The Uncertain Outlook.

year there was great expectation of reform through Parliamentary action. Briefly, there were the reports of the two Vice-Regal Committees appointed by the Government and presided over by two distinguished Roman Catholics; then there was a committee of experts asked by the Government to draft an Education Bill on the lines of these reports; finally, after much delay, the Bill was introduced, printed, and circulated. Its second reading was put down for December 16, but Parliamentary obstruction prevented the debate coming on, and the Bill was not passed. The question now being asked is: Will it be re-introduced when Parliament meets in February, and, if introduced, will it be pushed through? This raises another and political question: Will the Government introduce and push through a Home Rule Bill, and leave to a Home Rule Government in Ireland to deal with Irish education? There has been no official declaration as to the Government's intentions about the Education Bill, but it is generally believed that the Chief Secretary is in earnest about it, and is anxious to bring it on as soon as possible. Meanwhile, one thing is quite clear: the continued uncertainty is doing much harm to the schools, and, unless the Government in the near future provide funds for education, especially secondary education, in some degree commensurate with those provided in Great Britain, very serious damage will be inflicted, as schools all over the country are in financial trouble.

The Primary Teacher's Point of View.

the Secretary of the Fifeshire Branch of the Institute. The paper on primary education had obviously been included in the syllabus to allow primary teachers in general and non-graduates in particular to express their discontent. From that point of view Mr.

Before coming to the criticism of the Bill introduced last session, we have to record an account of the interview which the Chief Secretary gave in London, on December 10, to a deputation representing the National Teachers' Association, the Secondary Teachers' Association, and the Technical Teachers. He made it clear that, although he knew that the position of teachers needed great improvement, he would not attempt to change their financial condition without reform of the educational system as a whole on lines such as were contained in the Bill. He then explained the mode of payment and the scale of payments under the Bill. The scale for National teachers is complicated, but has generally been accepted as satisfactory; for secondary schools it was proposed to make capitation grants of £8 per junior pupil and £14 per senior pupil, to fix a minimum salary of £100 per annum for men and £140 for women, and to insist on the employment of one registered teacher for every thirty pupils and an additional registered teacher for every additional twenty or fraction of twenty. Increments would be paid for men, at the rate of ten annual increments of £15 and then ten more of £10 up to a maximum of £410; women would receive similar increments of £8 and £12 up to a maximum of £340. Account would be taken of past services in placing present teachers on the scale. Although this scale is not as generous as that recommended by the Molony Committee, it is welcomed as a great scheme and a striking improvement on present conditions. When it became clear that the Bill would not be passed before Christmas, pressure was brought to bear upon the Chief Secretary to make temporary grants or bonuses for the relief of teachers, but either the Chief Secretary or the Treasury was unwilling.

Salaries under the Bill. The Bill has been given a varied welcome. The criticism may be defined roughly as threefold. First, it is denounced root and branch; secondly, there are those who want the financial provisions, but do not care for the administrative clauses; and thirdly, there are those who welcome the Bill as a much needed measure, likely to result in great and lasting benefits and based upon sound principles. The first and second represent mainly Roman Catholic opinion; the last represents mainly Protestant opinion. It is unfortunate that the religious difficulty should now, as so often, stand in the way of the reform of Irish education. It is probable, however, that calm reflection would find a way to meet genuine criticism on the educational side.

How the Bill was received. The main objections to the Bill are concerned with administration, and they are two. First, the new Department which is to have full control of education is to consist of three members—the Chief Secretary, the Vice-President of the Department of Agriculture, and a permanent expert official. It is objected to this that such a department is not sufficiently representative of Irish opinion and will be too overwhelmingly of one religious persuasion. There is much force in this objection, and it could be met by increasing the number of the members of the Department by making it to include the official heads of the three branches of education—primary, secondary, and technical. This would increase the Irish element, would provide for official representation of all branches of education, and would also make possible proper representation of the different religious denominations. The second objection is that the Board of Education, which is to consist of elected and other representatives, is not given sufficient power under the Bill. There is no mention of the number of times it should meet, nor can it insist upon its views being accepted by the Department. Should it meet regularly it would become a proper force, and to this end the Bill should prescribe a minimum number of statutory meetings every year. The danger is that under the present Bill the Board might be called together only once or twice a year, to hear, without much possibility of discussion or initiative, the decisions of the Department. The Chief Secretary would do well to consider these important suggestions. There are, of course, other objections, but it is probable that they could be more easily met if the proposed new Department could be enlarged and the new Board of Education given more real power. But one thing is absolutely certain: Irish education cannot remain where it is, and, unless radically altered, with possibilities of fresh development opened up, it will surely and rapidly deteriorate.

Main Objections to the Bill. The Intermediate Education Board have published a Register of the Intermediate School Teachers in Ireland (price 1s.). This is the first list of the teachers who are qualified under the Registration Act of 1914 and registered as possessing the qualifications laid down by the Registration Council. A brief prefatory note explains the constitution of the Registration Council as composed of representatives of the teaching profession, of the Intermediate Education Board, of the Department of Agriculture and Technical Instruc-

tion, and of such universities and other bodies interested in education as ought, in the opinion of the Lord-Lieutenant, to be represented. The Council, consisting of nineteen members appointed by fifteen different bodies, was constituted by the Lord-Lieutenant by Rules dated April 14, 1915, and February 16, 1916. The principal regulations came into force on July 31, 1918; and additional regulations were published in May 1919. The Register is in five columns. The first column gives the teacher's register number; the second, his other name and date of registration; the third, his or her university degree or equivalent academic qualification; the fourth, the university diploma in the theory and practice of education or its equivalent; and the fifth, the school or other institution in which the qualifying experience was obtained. The total number of registered teachers is 2,159. The number is at first sight surprising, but it must be remembered that most of them are registered under transition conditions; very few have any diploma in teaching, and many have no degree; the permanent conditions requiring both these qualifications do not come into force until 1925. It is curious that no mention at all was made of the Register or the Registration Council in the Education Act.

The Intermediate Board have also issued the time-table of the Intermediate Examinations for the present year. They will begin on Tuesday, June 15, and continue till Wednesday, June 23. The order of subjects and the time allotted to each are much the same as last year. Applied mathematics and drawing come earlier, and music later. Will this be the last examination under the present system?

National Education. The report of the Commissioners of National Education for 1917-18 shows the necessity for educational reform. The attendance in the schools for the year was the lowest since 1908, and it is pointed out that although the compulsory clauses of the Irish Education Act of 1892 have been in existence for twenty-five years, they are inoperative in one-third of the country through the default of the local authorities. With the cessation of war it may be possible to provide new buildings or to replace the many unsuitable teachers' houses which are still in existence. During the year a new scheme of teachers' salaries came into force. The Commissioners urge the establishment of higher grade schools and of advanced departments in ordinary National schools, and instruction in woodwork for senior boys in National schools. The Board have also appointed a committee to consider the relations which should exist between the training colleges and the universities.

SCHOOLS.

CRYPT GRAMMAR SCHOOL, GLOUCESTER.—Dr. J. H. E. Crees, after nine years' service as head master, has left Gloucester to take up the headship of Hereford Cathedral School. During the last nine years the numbers have risen from 140 to 230, and twenty scholarships have been gained at Oxford or Cambridge. There are at present seventeen Old Cryptians in residence at Oxford or Cambridge. In 1916 the school gained representation on the Head Masters' Conference. Two advanced courses, one in classics and one in mathematics and science, have been recognized by the Board of Education.

REVIEWS AND MINOR NOTICES.

PREHISTORIC BRITAIN.

Archaic England. By H. BAYLEY.
(25s. net. Chapman & Hall.)

The author describes this essay of some nine hundred pages as "an application of the jigsaw system to certain archæological problems which under the ordinary detached methods of the specialist have proved insoluble."

"From any quarter whence the required piece unmistakably fulfils the missing space" has he gathered items of fact relating to the history before "history" of these islands, facts of megalithic monument, earthwork, custom, coinage, place-names, and fairy superstition, and has collated these with hosts of similar facts from various parts of the world. There are few more fascinating subjects than the investigation of "monuments," which ante-date the earliest written records of a people; among these the author rightly classes tradition as in most cases proving trustworthy where the "classical" archæologist fails. For all this prehistoric lore there are no "clas-

Register of Teachers.

The Intermediate Education Board have published a Register of the Intermediate School Teachers in Ireland (price 1s.). This is the first list of the teachers who are qualified under the Registration Act of 1914 and registered as possessing the qualifications laid down by the Registration Council. A brief prefatory note explains the constitution of the Registration Council as composed of representatives of the teaching profession, of the Intermediate Education Board, of the Department of Agriculture and Technical Instruc-

sical" rules; the author applies a comparative method of his own which is not afraid to point causal connexions where the "authorities" wave away mere coincidences. There can be no doubt that these islands have been inhabited for half a million years; no doubt that for some hundreds before the arrival of Julius Caesar the population was both numerous and highly civilized. Mr. Bayley makes, for instance, a good case for the originality of British coinage at least as early as 200 B.C.

At first sight fantastic, the linking up of Cretan culture with Iberian, and then with Hibernian and British, incidentally with Troy and Albania, acquires plausibility as one reads the author's carefully accumulated and collated fragments of old-world lore, "line upon line, here a little and there a little." Thousands of British place-names must be older than the earliest historical Celtic tongues, and perhaps the discussion of place-names is the most suggestive feature of the book. In this department of language, as in others, every reader of books knows of strange coincidences of nomenclature among peoples who can never have had any intercourse. The Irish lines in the "Poenulus" of Plautus, which the Roman styles good "Punic of Carthage," are an extraordinary "curiosity of literature." Similar are connexions between the South Sea islands, Egypt, and Central America, apropos of which it is to be borne in mind that the present-day theory of the origins of language is still in the prescientific stage.

Headings of chapters, such as "Albion," "Gog and Magog," "Scouring the White Horse," "English Edens," give an idea of the class of folk-lore dealt with, and the enormous range of "our island story" is only equalled by the uncertainty of much of its meaning. Here Mr. Bayley is an interesting guide, though you will have to take much of his explanation with a grain of "probably" or "possibly."

It may be suggested that the author rather spoils his arguments by quoting so many opinions of writers on folk-lore, many of which are but instances of modern mythology—that is, fanciful explanations of fact; also that tradition, in the mouths of the folk, in spite of wonderful cases of identity in word after centuries, more often than not either suffers detritus or takes new and generally sophisticated forms. Particularly so in place-names; when the real meaning is forgotten there is generally a new and short circuit to an explanation. The well known habit of "savages," when cross-examined by the industrious anthropologist, is to invent *pari passu* with the questions, especially when they have forgotten the true lore of their people. A large proportion of the mythology recorded by observers is of this character.

It is an interesting and suggestive book. It does not prove any theory, except that the specialists who deny Britain any history before the arrival of Caesar are profoundly mistaken; but it hints at a multitude of curious possibilities with regard to that pre-history which, perhaps, can never be set straight.

Possibly an exhaustive criticism of all the Celtic languages and their congeners might assist to some exact inductions.

SOME RECENT FRENCH PUBLICATIONS.

- (1) *France: Première Année de Français*. Par Mme CAMERLYNCK and G. H. CAMERLYNCK. (5 fr. Paris: Didier.)
- (2) *A Junior French Course*. Second Year. By E. J. A. GROVES. (4s. net. Blackie.)
- (3) *Longmans' Modern French Course*. Part III. By T. H. BERTENSHAW. (3s. 6d.)
- (4) *Continuation School French*. By WILLIAMS and RIMAN. (2s. 6d. Dent.)
- (5) *Le Français rendu plus facile*. Par E. LEGRAND, B. ès L. (3s. Hachette.)
- (6) *Select Passages from Modern and Contemporary French Authors*. Edited by L. E. KASTNER. (Senior Course, 3s. 6d.; Intermediate Course, 2s. 6d. Hachette.)
- (7) "Siepmann's French Series for Rapid Reading": (a) *Le Bal de Sceaux* (BALZAC); (b) *Les Cambusinos* (GABRIEL FERRY); (c) *Une Guerre en Sonora* (FERRY). (1s. 3d. each. Macmillan.)
- (8) *Contes pour les Commencants*. By C. M. NESBITT. (1s. 6d. net. Bell.)
- (9) "Harrap's Bilingual Series."—French-English, *Contes Choisis* (W. W. JACOBS); Spanish-English, *Narraciones Escócidas* (JACOBS); Italian-English, *Romeo e Giulietta* (BANDELLO); German-English, *Germelshausen*

(GERSTÄCKER). (1s. 6d. net. each.) (10) *Aucassin et Nicolette*. Edited by F. W. BOURDILLON. (4s. 6d. net. Manchester University Press.) (11) *Everyone's History of France* (ISAACS); *Everyone's Geography of France* (MAURETTE); *Everyone's History of French Art* (HOURTICQ). (4s. 6d. each. Hachette.)

FRENCH GRAMMARS.—(1) "France" is a French method for English pupils by two well known French teachers of English. It begins with twenty lessons to be done orally; then come reading pieces on French daily life, embracing a useful vocabulary and embodying the chief points of elementary accidence and syntax. At the end are songs and recitation verses, with the first lessons set out in phonetic transcription. A bright, well arranged, but in no way novel book. We doubt whether a French teacher, especially one used to explaining the English language, with its very simple grammar, can ever appreciate the difficulties that confront the English student of French. And if he cannot, he will not discover the order of development best suited to English minds. In this book, reflexive verbs are explained in Lesson 36, and the place of the pronoun-object in Lesson 50. Surely the latter should come first? *La porte, je la ferme, fermez-la; Le garçon, il me regarde, regardez-moi* before *Je me lève, levez-vous*, &c. And unless the difficulty of these pronouns is surmounted, how can answers be given to questions such as *Aimez-vous le français?* (Lesson 22), unless the noun is repeated in the answer, *J'aime le français?* That is an unnatural, deadly practice which should be avoided. The proper development of French for English pupils on direct lines, with sufficient doses of grammar to be learnt, is still to be found. The authors of this book do not, we believe, see the difficulties from an English point of view; probably only an English teacher can do so.

(2) The author of "A Junior French Course—Second Year" has a clearer idea of the road to follow and the points to halt at. His book is the work of a practical teacher, for whom the Direct Method means something more than the use of French in class. He knows how to prepare in advance for his pupils' later development; he takes care that the grammar is explained, learnt, and practised. The questions on the reading pieces are well chosen and graduated; they require longer and longer answers, and so lead on to the composition exercises. The vocabulary contains more than 4,000 useful words, and is carefully prepared. The whole book is a thorough piece of work and, well studied, should ensure a sound foundation in the language.

(3) Longmans' "Modern French Course—Part III" consists of reading pieces, with *questionnaire* and passages for repetition, pages 1-94, followed by a grammar section in English, pages 95-157, and exercises, chiefly translation into French, on the grammar. The reading pieces are well selected, and provide good practice for the more advanced pupils; but one hardly understands how these pupils can need such elementary grammar as the possessive adjectives and pronouns, the use of the partitive article, &c. No doubt the book will be useful in classes where the teachers do not employ wholly modern methods; whether it will accomplish its aim of teaching to speak, read, and write French is more doubtful.

(4) "Continuation School French" hopes to provide material for those older students of the language who can have only one or two lessons a week. Whether the subject-matter, with its story of the life and adventures of two French families—how many such families have been introduced to English pupils?—will prove of interest to such students, is uncertain. We believe that more heroic methods should be employed for these older pupils: the elementary grammar should be explained more briefly and in longer sections, vocabulary learnt by heart, harder reading tackled sooner. Continuation pupils should be ready for and capable of greater efforts than school children.

(5) "Le Français rendu plus facile" will not make French easier by using irregular verbs (*faire*, page 7; *mettre*, page 8; *s'appeler*, page 11, &c.) before they have been explained. Nor can such explanations as "You translate the pupil's book as if you had the book of the pupil" be regarded as modern and enlightening. The past definite in Lesson 6, and the more useful past indefinite in Lesson 12, the plural of such compound nouns as *réveille-matin* in Lesson 9, the pronouns-object reserved till Lesson 24 and then inadequately treated, the use of interrogative adjectives and pronouns without comment in the earlier lessons—these and other similar points strike us as doubtful strategy in the battle with a foreign idiom.

SELECTED PIECES AND TEXTS.—To those teachers who require a volume of selected passages from French authors for testing the knowledge of their pupils or for preparing them for examination, we can recommend (6) the two volumes prepared by Prof. L. E. Kastner. The excerpts are well chosen and comprise many examples of contemporary authors whose works are still copyright. Indeed, from this point of view the two volumes are probably

unique. They are interesting, too, as literature, and the notes, though brief, elucidate all difficulties.

Of the three texts lately added to Siepmann's "Rapid Reading French Series" (7) none is particularly interesting. There are so many works which young students should know before giving their time, even for rapid reading, to Gabriel Ferry's stories of Mexican life, picturesque though they be, and "Le Bal de Sceaux" is hardly one of the best of Balzac's short stories, though the romantic Emilie de Fontaine, bent on marrying a peer of France, and disappointed at discovering her hero at work in a draper's shop, may interest girls at a boarding school. (8) "Contes pour les Commencants" tells of yet another French family, and the adventures of Paul, Marie, and Marguerite at home, in the country, and at the seaside. The matter is suitable for young children; the constructions are, on the whole, simple; the vocabulary is rather extensive, but the words employed are useful for beginners.

The volumes in (9) Harrap's Bilingual Series will prove of great assistance to adult students of foreign languages. After having acquired a summary knowledge of the grammar, there is nothing better for them than the study of modern texts. Here we have an interesting story with an almost literal translation on the opposite page; the trouble of turning up words in the dictionary can be avoided, a page or two can be studied till the vocabulary is known and then re-read without help. The little books are handy for the pocket and the price is moderate.

The Manchester University Press has added (10) "Aucassin et Nicolette" to its mediæval section of Modern Language Texts. We congratulate the editor on a scholarly edition embodying some features that are quite new. Notes, bibliography, and glossary are excellent, and the whole production is worthy of this series, which appears under the direction of Prof. L. E. Kastner.

We can congratulate, too, Messrs. Hachette on (11) their three little manuals of the history, geography, and art of France. M. Isaac's history gathers together the great Gallic names from Vercingetorix to Clemenceau, and the principal events from Caesar's conquest to the breaking of the Hindenburg line. It would be difficult to find a better guide through 2000 years of history than M. Isaac; he picks out the leading lines of development with certainty and has that wide knowledge which knows what events may safely be disregarded. The volumes are profusely illustrated.

CLASSICS.

Practical Hints on the Teaching of Latin. By L. W. P. LEWIS. (5s. net. Macmillan.)

Mr. Lewis has done a good service in printing the four lectures which he delivered at Ilkley at the Board of Education's Latin Courses for Teachers in August, 1918. It is a serious defect, either of our national reserve, or of our methods of instruction, that teachers know little of one another's ways of attacking their subject. Every good teacher, no doubt, has special ways of his own which another cannot adopt without risk, but he must also have a method which is deserving of serious study. We do not propose to criticize Mr. Lewis's methods, which have justified themselves by twenty years' success at Bradford Grammar School. We only advise all teachers of Latin to read his four lectures, and shall be surprised if they do not learn a great deal. A special interest attaches to them, as he does not believe in the "direct method," and is in fact opposed to it. It would, however, have added to the clearness of the book if Mr. Lewis had given a short syllabus of the work of each of the four years' course, the ground covered—accidence and syntax, the books used, and the amount done each term or year.

The Clouds of Aristophanes. Translated into corresponding metres in English. By B. B. ROGERS. (Paper, 2s. net; cloth, 3s. 6d. net. Bell.)

Messrs. Bell are publishing in separate form each of Dr. Rogers's well known translations of Aristophanes' plays, and the English public should welcome the opportunity of buying them thus in convenient form and at a low price. They have long established themselves as English classics. They are better than Frere and more complete, and were personally revised by Dr. Rogers himself just before his death. The "Clouds," the first volume to be issued, was published first so long ago as 1852, having been written when the translator was an Oxford undergraduate. This edition is completed for English readers with an introduction and short explanatory notes. When all the plays have been published separately, Messrs. Bell, we suggest, should publish them all together complete in one or two volumes.

The Ajax of Sophocles. Translated by R. C. TREVELYAN. (2s. net. Allen & Unwin.)

Mr. Trevelyan gives us a translation of the "Ajax" in English iambic verse, except in the choric parts where his aim has been to

reproduce as closely as possible the metrical pattern and phrasing of the original, so that, as he explains, one musical setting would fit both the Greek and the English words. The translation, as a rendering of the Greek, is faithful and accurate; it is also terse, refined, and elevated. But Mr. Trevelyan has not a perfect feeling for rhythm. Take as specimens of English iambs the two following lines:—

"O'ermastering notions of that baneful ecstasy."

"Thou Odysseus, champion him thus against me."

To translate choruses into the same metre in English is a *tour de force*. Mr. Trevelyan may be congratulated on his success in doing it, but when all is said the result is not English poetry. We have noticed very few inaccuracies.

Album Latinum. An Easy Latin Vocabulary for Preparatory Schools and the Lower Forms of Public Schools. Compiled by A. G. ROPER. (1s. 6d. net. Blackwell.)

This vocabulary consists of three sections of ten lessons, each of ten easy words. It is to supply a need for boys in the earlier stages of translation and unseen work. At the end of a year a boy will have learnt 300 useful words. Unfortunately the idea underlying this vocabulary has not been clearly thought out. At what stage is a boy to use it? In what year of doing Latin? He is told that *tuba* is in the first declension, but nothing about *funda*, the next word to it (page 8); also *munio* is fourth conjugation, but nothing about *pono* just before (page 10). On page 7 we have *expediti*, *levis armatura* side by side, meaning "light armed." Page 16, the neuter plural of *anceps* is *ancipitia*. Page 13, is *terga verito* good Latin? Declensions, genders, principal parts are given on no definite plan, and quantities are omitted, except very occasionally. Incorrect spelling, e.g. *caespes*, is given side by side with the correct, *cespes*.

EDUCATION.

Engineering Education: Essays for English. Selected and edited by Prof. R. P. BAKER. (6s. net. Chapman & Hall.)

The compiler of this book is the Professor of English in the Rensselaer Polytechnic Institute, and is to be congratulated on having brought together so many inspiring articles and addresses by leading men of science and technology. These essays have been arranged under the headings of (1) The Origins of Engineering Education, (2) The Types of Engineering Education, (3) The Bases of Engineering Education. Under heading (1) we find Simon Newcomb's address on the evolution of the scientific investigator, and Sir J. J. Thomson's address on the relation of pure science to engineering. Under heading (2) there is John Butler Johnson's discussion of the two classes of competency to serve and competency to appreciate and enjoy, and also a discussion on the classical-scientific *versus* the purely technical university course, by Howard McClenahan. Heading (3) is divided into subsections of language, mathematics, physics, chemistry, and imagination, and includes, among others, "The Place of Mathematics in Engineering Practice," by Sir W. H. White, and another article on the same subject by Arthur Ranum. Despite the fact that English does not form part of the engineering curricula at any of our British colleges, the book can be thoroughly recommended to all students of engineering, and cannot fail to have a stimulating effect. Engineering courses, from the nature of the work which must be included, are apt sometimes to have the effect of limiting the horizon of students, and an occasional dip into books such as the one before us will have the effect of both widening the view and having a wholesome influence on the imagination.

A Short History of Education. By Prof. J. W. ADAMSON. (12s. 6d. net. Cambridge University Press.)

Giving just the amount of attention to the world-history of education that is necessary to supply a scholarly foundation for what follows, Prof. Adamson gives us here an excellent historical account of English education. His well known researches into the actual conditions under which classroom instruction was carried on in past centuries are here set out with his accustomed clearness and precision. The book, indeed, fills a gap among the existing histories. Quick, Leach, and Monroe have each done first-rate work (we are sure that Prof. Adamson means no harm by his "inspiring" gibe in the preface), and this book supplies a new presentation that cannot but appeal to the practical English mind. Avoiding Monroe's tendency towards the doctrinaire, and Leach's bias towards the merely administrative, Prof. Adamson strikes out a line of his own. Inquiring educational investigators from America and elsewhere are continually troubling our experts for a trustworthy conspectus of English education. This short history (not so very short, by the way, with its 354 large pages of close type) will abundantly supply what is needed, and the readers will be all the better for the philosophical background thrown in. An admirable treatise.

(Continued on page 102.)

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(Continued on page 106.)

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in the settlement of salary questions or the adequate recruitment of the teaching profession. The lot of existing teachers in the rural, semi-rural, and other areas which are educationally backward, will doubtless be considerably improved; but there are signs that men in the training colleges do not intend to enter the schools so long as the commencing and terminal salaries are so modest as those set forth in the national scheme. If they come in at all, it will most likely be in the secondary and continuation branches of education, where the immediate prospects are brighter. The more ambitious members of the primary school staffs are already preparing actively for work in the new central and continuation schools, so that the staffing problem in the primary schools is rapidly increasing in gravity. The new scales in course of formation throughout the country are being awaited with considerable anxiety. If they are generous, the staff-leakages will probably be stayed; if not, there is every prospect of a vigorous movement to schools and districts where tolerable conditions of service obtain.

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Posts Vacant—continued.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated), GARGSCUBE TERRACE, EDINBURGH.—Applications are invited for the post of **HOUSE MISTRESS** of the Junior School Boarding House (22 children between 8 and 14 years) to be vacant in April. The House Mistress is expected to teach a limited number of lessons in the School. Boarding School experience essential. Initial salary £130 to £140 resident. Applicants who cannot take up work till September will be considered. Applications, with full particulars of age, qualifications, experience, and copies of testimonials, should be sent at once to the **HEAD MISTRESS.**

WANTED, at once, NURSE MATRON at School Boarding House. Some nursing training and school experience desired. Duties include some supervision of girls. Apply at once, with full particulars of age, training, experience, and copies of testimonials, to the **HOUSE MISTRESS, 15 Ravelston Park, Edinburgh.**

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free. — Dutton's College, Desk T 97, SKEGNESS.

DARLINGTON HIGH SCHOOL FOR GIRLS.—Wanted, for Summer Term, **CLASSICAL MISTRESS**, good degree and experience necessary for preparation of candidates for the School and Higher Certificate Examinations and University Scholarships essential. Commencing salary not less than £220 per annum. Scale under consideration. Forms of application from the undersigned to be completed and returned immediately.—**A. C. BOYDE, Educational Office, Darlington.**

BIRKENHEAD HIGH SCHOOL, (G.P.D.S.T.).—Wanted in May, or at once, **SCIENCE MISTRESS** to teach Chemistry and Physics, with subsidiary Botany if possible. Honours degree or equivalent essential. Salary according to qualifications and experience. Apply, with copies of testimonials and full particulars, to the **HEAD MISTRESS, 22 Devonshire Place, Birkenhead.**

Posts Vacant—continued.

EAST SUFFOLK COUNTY EDUCATION COMMITTEE.

The Committee invite applications for the under-mentioned vacancies:—

LEISTON COUNTY SECONDARY SCHOOL.—**ASSISTANT MASTER** (Graduate), to teach Chemistry, Physics, and Elementary Mathematics.

SIR JOHN LEMAN SECONDARY SCHOOL, BECCLES.—**ASSISTANT MASTER** (Graduate), qualified to teach French throughout the School.

FELIXSTOWE COUNTY SECONDARY SCHOOL.—**ASSISTANT MISTRESS** (Graduate) for Junior Form work. Principal subject, English; subsidiary subjects, Mathematics and History.

Scale salary applicable to above appointments. Men £160 to £350. Women £150 to £300. In fixing commencing salary full allowance will be given for all teaching experience in Secondary Schools.

Apply not later than 10th February on Form 23, copy of which may be obtained from **W. E. WATKINS, Secretary, Education Office, County Hall, Ipswich.**

WALLINGTON COUNTY SCHOOL, SURREY.—Required in April, a **MISTRESS** to take charge of the English teaching. Honours Degree or equivalent with good experience or training essential. Commencing salary £160-£250 according to experience, rising to £320. Apply to **HEAD MISTRESS.**

WALLINGTON COUNTY SCHOOL, SURREY.—Required in February or April, a **JUNIOR FORM MISTRESS** to take charge of Form II and teach the usual Form subjects. Higher Froebel Certificate and training desired. Apply to the **HEAD MISTRESS.**

TUTOR in MATHEMATICS wanted at Easter for a College in Cambridge. Graduate in Honours, preferably of London University, required. Minimum salary £240 a year. Apply, stating age, qualifications, experience, and when available to No. 10,958, care of Mr. WILLIAM RICE, 3 Ludgate Broadway, London, E.C.4.

The Revised Scale for Posts Wanted or Vacant will be found on page 93.

Posts Vacant—continued.**LONDON COUNTY COUNCIL.**

STRAND SCHOOL.—Applications are invited for the position of HEAD MASTER of Strand School, Elm Park, Brixton Hill, S.W. 2.

The school is a secondary school for boys between the ages of 10 and 19 years, and provides accommodation for 450 boys.

The salary, based on present economic conditions, will be £800, rising by annual increments of £50 to a maximum of £1,000 a year.

Preference will be given to men who have served, or attempted to serve, with the Forces of the Crown.

Forms of application can be obtained from the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C.2 (stamped addressed foolscap envelope necessary). Forms must be returned by 11 a.m. on Monday, February 9th. Canvassing disqualifies.

JAMES BIRD,

Clerk of the London County Council.

UNIVERSITY OF BRISTOL.

THE University will shortly proceed to the Appointment of EXAMINERS for its School Certificate Examinations in July and September in the following subjects:—

GERMAN.
ITALIAN.
NEEDLEWORK.

Particulars from the REGISTRAR.
January 1920.

HITCHIN.—GIRLS' GRAMMAR SCHOOL.—Wanted, for Summer Term 1920:—(1) ENGLISH MISTRESS. Honours degree essential, Oxford or Cambridge preferred. (2) SCIENCE MISTRESS (Botany and Chemistry). Honours degree essential. Initial salary according to qualifications and experience. Graduate scale £150—£10—£300—or possibly £350. Apply—HEAD MISTRESS.

NORWICH HIGH SCHOOL (G.P.D.S.T.).—Wanted, at once, MISTRESS for Lower Second Form, to teach general subjects. Training and experience necessary. Salary (non-graduates) £150 and increments according to scale. Applications and testimonials to the HEAD MISTRESS.

WANTED immediately, English Teacher, lady or gentleman, University Instruction preferred, but not indispensable. Detailed offer—**BERLITZ SCHOOL**, Turin, Italy.

TYPEWRITING and Duplicating, MSS., &c.; accurate, prompt.—**MILNER**, 18 Cardigan Street, Cardiff.

BRIGHTON EDUCATION COMMITTEE.—ST. LUKE'S TERRACE COUNCIL INFANTS' SCHOOL.—Wanted, an ASSISTANT MISTRESS who has undergone the complete course of training at the Froebel Institute. Salary £120 per annum, rising by four annual increments of £5, four of £7 10s., three of £10 to £200, thence biennially by two increments of £15 and two of £20 to £270. Forms of application on receipt of a stamped, addressed, foolscap envelope, which must be returned by 12 o'clock noon on Saturday, the 7th February, 1920, to F. HERBERT TOYNE, Secretary, 54 Old Steine, Brighton.

MARY DATCHELOR GIRLS' SCHOOL, CAMBERWELL, S.E. 5.—Wanted, after Easter, an ASSISTANT MISTRESS to organize French throughout the School, and especially advanced Course work. Honours degree, residence abroad, knowledge of Phonetics and teaching experience essential. Salary from £240 according to qualifications and experience. Apply before February 10th to the HEAD MISTRESS, Miss M. D. Brock, Litt.D.

MISTRESS OF METHOD required for Training Department of College for Girls in India; should be able to lecture on English and also on the History of Education and School Hygiene; recognized Teacher's Diploma, and good experience essential. £15 a month with board, residence, and passage. Apply—A 78756, c.o. TRUMAN & KNIGHTLEY, LTD., Scholastic Agents, 158 to 162 Oxford Street, London, W.1.

ST. SAVIOUR'S AND ST. SOLAVE'S GRAMMAR SCHOOL FOR GIRLS, NEW KENT ROAD, S.E. 1.—Wanted, for September, SENIOR ENGLISH MISTRESS for English in "advanced course" in Modern Studies, and to be responsible for organization of English throughout the School, and probably take a form. Good Honours degree essential, Oxford preferred, and some teaching experience in Secondary Schools. Training desirable. Apply to HEAD MISTRESS.

MESSRS. GRIFFITHS, POWELL & SMITH,

Educational Agents (Established 1833).

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at

34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

**TO ASSISTANT MISTRESSES.
IMMEDIATE AND NEXT TERM VACANCIES.**

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

IMMEDIATE VACANCIES.

Music Mistress, Piano, Singing, and Harmony. Salary £70. (Cheshire.)—No. 506.

Assistant Mistress wanted for good French. Salary £150 non-resident.—No. 513.

Assistant Mistress for Mathematics, Latin, Geography. Salary £80 resident. (Lancs.)—No. 525.

Assistant Mistress for English, History, Geography, and Mathematics. Salary £120 non-resident. (Midlands.)—No. 526.

Assistant Mistress, graduate, if possible, for French and Modern Geography. Salary £90 resident. (Kent.)—No. 532.

Assistant Mistress wanted for Geography. Maximum salary to a graduate £350; non-graduate £220. Public Secondary School. (Midlands.)—No. 551.

Assistant Mistress for good English subjects to Cambridge Local standard. French also required. Salary from £70 resident. (Norfolk.)—No. 557.

Assistant Mistress, experienced, able to take entire control if necessary. English subjects, Mathematics or Latin. Salary £80 resident. (London.)—No. 558.

Music Mistress, L.R.A.M. Piano, Theory, Harmony, Singing. Salary £70.—No. 501.

Senior Mistress for Mathematics, English History. Salary £100 resident. (Hants.)—No. 482.

Music Mistress, L.R.A.M. Piano, Theory, Class Singing. Salary £70. (Devon.)—No. 476.

Assistant Mistress, Graduate for all English subjects. Salary £80 to £100 resident. (Yorks.)—No. 473.

Senior Assistant Mistress for English, History, and Mathematics. Elementary Latin. Salary £120 resident. (Surrey.)—No. 427.

Assistant Mistress for English and Mathematics. Salary £75. (Wales.)—No. 370.

Music Mistress, L.R.A.M. Piano and Singing. Salary according to qualifications. (Worcestershire.)—No. 368.

Assistant Mistress for Boys' School. English to London Matriculation standard and Elementary Latin. Salary £100 resident. (Devon.)—No. 364.

Third Form Mistress to take Mathematics in higher forms, and Junior Latin. Salary £70.—No. 500.

Assistant Mistress for good English subjects and French. Salary £120 non-resident. (London.)—No. 521.

Two Assistant Mistresses for Public Secondary School. (1) Good qualifications in Geography, (2) Assistant Mistress for Latin and some elementary Mathematics. Salary £160 to £330.—No. 533.

Assistant Mistress for usual English subjects, Drawing, and Needlework. Salary £70 resident. (Lancs.)—No. 536.

Assistant Mistress for Lower General Form work in Boys' School. Salary £75 to £90 resident. (Midlands.)—No. 538.

Kindergarten Mistress wanted. Must be experienced. Salary £60 resident. (Norfolk.)—No. 547.

Kindergarten Mistress wanted with N.F.U. certificate. Salary £60 resident. (Lancs.)—No. 539.

NEXT TERM VACANCIES.

English Mistress wanted for all branches of English up to Higher Certificate standard. Salary £100 resident. (Bucks.)—No. 553.

Assistant Mistress, with Higher N.F.U. Certificates, to take Forms II and III. Salary £70 resident. (Midlands.)—No. 540.

Well qualified **Assistant Mistress** for Geography, History, English Composition, and Latin. Salary up to £150 resident. First-class School. (Sussex.)—No. 534.

Music Mistress wanted, L.R.A.M. essential. Salary according to qualifications and experience. (Wales.)—No. 560.

Music Mistress, with good qualifications and experience. Churchwoman. Salary about £80 resident. First-class School. (Near London.)—No. 495.

English Mistress wanted to take work up to Junior Cambridge standard. Salary £80 resident. (Berks.)—No. 493.

Assistant Mistress for Latin, Mathematics, Geography, and Ablett's Drawing. Salary £70 resident. (Wales.)—No. 548.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses.

Numerous posts for Junior Mistresses asking salaries from £35 to £50 resident.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

Particulars of suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 110 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Weststrand, London."

Telephone: Gerrard 7021.

Posts Vacant—continued.

SCHOLASTIC.—EASTER VACANCIES. Graduates and other Assistant Masters seeking appointments in Secondary and other Schools should apply (at once), stating qualifications and enclosing copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 12 & 13 Henrietta Street, Covent Garden, London, W.C.2.**

DERBY EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

FRENCH MISTRESS required after Easter. High qualifications and some experience essential. Commencing salary according to qualifications and experience. Scale £160 to £300; bonus £19. 10s. per annum. Letters of application with copies of three recent testimonials to be sent to the undersigned as early as possible.

F. C. SMITHARD.

Education Offices, Secretary.
Becket Street, Derby.
21st January, 1920.

WANTED, for Summer Term, in high-class Private School, a thoroughly capable **FRENCH MISTRESS** (Resident). She must have experience in School life and possess good Diplomas and references. Address—No. 10,960.*

EXCELLENT opportunity, after Easter, for qualified **MISTRESS** to take over small class mornings, private pupils afternoons. Good English and French, elem. Latin. Present income £230. Moderate goodwill. Suitable rooms provided. City, Yorkshire.

Also **SUCCESSOR** wanted, September, small class, Pupils 5–12 years. Income probably £200. Goodwill one term's fees. Rent and rates £25. Bracing country, Yorkshire.
Address—No. 10,963.*

WANTED, by Publisher, competent **MATHEMATICIAN** for editorial work by correspondence. Address—No. 10,972.*

TYPEWRITING.—Authors' MSS., Examination papers, Letters, Circulars, general copying, duplicating, &c. — **J. TRIMNELL**, 8 Moira Terrace, Cardiff.

REQUIRED, Resident MISTRESS in May. Principal subjects English and French. Honours Graduate in English essential. Experience desirable. Must be good disciplinarian. Church of England. Apply—**PRINCIPAL**, Princess Helena College, Ealing.

WIMBLEDON HILL SCHOOL (G.P.D.S.T.).—Wanted, after Easter, **MISTRESS** to teach French and English and share work of Advanced Course in French. First or Second Class, Oxford or Cambridge preferred. Apply—**HEAD MISTRESS**, 5 Grosvenor Hill, S.W. 19.

UNIVERSITY OF LONDON.

GOLDSMITHS' COLLEGE.

Applications are invited for the post of **COLLEGE LIBRARIAN** (woman). Salary £150 to £180, according to qualifications. Applications should be sent before February 17th, to the **WARDEN**, Goldsmiths' College, New Cross, S.E.14, from whom further particulars may be obtained.

ASSISTANT MUSIC MISTRESS required for Public School in Jamaica, to teach Pianoforte and Singing; good qualifications essential. £90 increasing to £110 with board, residence, and passage. Head Mistress in England to interview candidates. Apply—**B79687, c.o. TRUMAN & KNIGHTLEY, LTD.,** Scholastic Agents, 158 to 162 Oxford Street, London, W.1.

WANTED in April, **MISTRESS** to teach Geography throughout the School. Testimonials must be sent with application, in which salary required must be stated.—**Miss BELL**, Girls' High School, Sutton, Surrey.

The Revised Scale for Posts Wanted or Vacant will be found on page 93.

Posts Vacant—continued.**D**ENBIGHSHIRE EDUCATION AUTHORITY.

COLWYN BAY COUNTY SCHOOL.

Applications are hereby invited for the post of **HEAD MASTER** of the above School, the duties to commence in September, 1920.

Commencing salary £550 per annum. Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

Applications endorsed "Head Master Colwyn Bay County School," accompanied by copies of three recent testimonials, must reach the undersigned on or before the 13th March, 1920.—10 copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.

Secretary and Director of Education.
Education Offices, Ruthin.
23rd January, 1920.

DENBIGHSHIRE EDUCATION AUTHORITY.

RUABON COUNTY INTERMEDIATE BOYS' SCHOOL.

Applications are hereby invited for the post of **HEAD MASTER** of the above School.

The Head Master will receive a fixed stipend of £180 per annum, and a Capitation payment for each Scholar in the School calculated on such a scale, uniform or graduated, as may be fixed from time to time by the School Governors, at the rate of not less than £1 10s., nor more than £3 a year, but in no case shall the salary be less than £500 per annum.

The Head Master will also be provided with a house free of rent, rates, and taxes.

Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

The person appointed will be required to carry out, and be subject to, the provisions of the Denbighshire Intermediate and Technical Education Scheme No. 11, and any amendment thereof which may be hereafter made so far as the same relates to the Ruabon County Intermediate School.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

Applications endorsed "Head Master Ruabon County School," accompanied by copies of three recent testimonials must reach the undersigned on or before the 13th March, 1920.—10 copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.

Secretary and Director of Education.
Education Offices, Ruthin.
23rd January, 1920.

WOLVERHAMPTON HIGH SCHOOL.—Two **SENIOR FRENCH MISTRESSES**, September. One French native, other graduate with residence abroad. Salary by scale, £200 to £300 initial, for good experience and qualifications. Advanced course. Apply—**HEAD MISTRESS**.

WANTED in April, a **SCIENCE MISTRESS** (Botany and Mathematics). Apply—**HEAD MISTRESS**, Skinners' School, Stamford Hill, London, N.16.

GYMNASTIC MISTRESS required for the Summer Term for Drill and Games. Fully trained and qualified to give remedial treatment if required. Experience desirable. Salary £125 to £150, together with war bonus at present on the Civil Service scale. Forms of application (which should be returned by 10th February, 1920) and further particulars may be obtained from **JAMES G. LEGGE**, Director of Education, 14 Sir Thomas Street, Liverpool.
EDWARD R. PICKMERE,
Clerk to the Local Education Authority.

MISTRESSES REQUIRED (now and Easter). **HEAD ENGLISH**, £100 (Kent).—**SENIOR**, £90 (Midlands).—**ENGLISH, FRENCH**, £70 (Cheshire). **MUSIC**, £75.—**R.C. MISTRESS**, £90.—**HOOPER'S** (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Many excellent vacancies. No charge till suited. Established 1881.

TESTIMONIALS Typewritten, by return of post. Ten copies of one testimonial, 1s. 6d.; fifty copies, 3s. 6d. Satisfaction guaranteed. Specimens of typewriting or printing on application.—**KING**, 45 Bedford Row, London, W.C.1.

Posts Vacant—continued.**L**ANCASHIRE EDUCATION COMMITTEE.

DROYLSDEN FAIRFIELD ROAD COUNCIL SCHOOL.

Wanted, a **HEAD MASTER** for the Mixed Department (accommodation 580). Commencing salary £450 per annum. The School will include Central classes containing the senior children transferred from Elementary Schools in Droylsden, in addition to the ordinary elementary section. Applications, on forms which may be obtained from the undersigned, to be forwarded to **W. F. KNOTT, Esq.,** Parish Offices, Ashton-under-Lyne, not later than the 11th February, 1920. Canvassing will qualify.

G. H. GATER.

Director of Education.

HAINES HILL SCHOOL, Taunton.—Wanted after Easter:—(1) **DOMESTIC ECONOMY** and **HOUSE MISTRESS**. Teacher's Diploma essential. (2) **FORM MISTRESS**, N.F.U. training preferred. Musical, and with good Geography desirable. Churchwomen essential. Apply, stating qualifications, age, and salary required, **PRINCIPAL**.

HOWELL'S SCHOOL, DENBIGH. Trustees:—**THE DRAPERS' COMPANY**. Chairman to the Local Governors:—**THE BISHOP OF ST. ASAPH**.

Wanted immediately, a **RESIDENT MISTRESS** to teach Gymnastics, Games, and Dancing. Bedford or Dartford training preferred. Salary according to qualifications and experience. Apply at once to the **HEAD MISTRESS**.

KING EDWARD'S GRAMMAR SCHOOL, ASTON.—Wanted, for April next, **ASSISTANT MASTER** to take History and some Geography, and to be responsible for the History Course. Salary scale £150–£380. Previous experience taken into account in fixing initial salary. Apply—**HEAD MASTER**, King Edward's Grammar School, Frederick Road, Aston, Birmingham.

ENGLISH HIGH SCHOOL, CONSTANTINOPLE.—Wanted, at Easter, **HEAD MISTRESS**. Hon. Degree in Modern Languages and good experience essential. Initial salary £250 with capitation fees. Apply—**MISS CHARTERS**, Elmwood, Harrogate.

COUNTY HIGH SCHOOL, ILFORD.

Wanted, a **MASTER** to teach Economics (Advanced Course) and History (Boys' School). Commencing salary £200 to £275 per annum according to qualifications and experience. Increments and maximum according to County Council Scale. Also a **MASTER** or **MISTRESS** to teach Book-keeping and Business Methods for two sessions per week. Applicants are asked to state salary required. Forms of application may be obtained on receipt of stamped addressed foolscap envelope, from the **CLERK TO THE GOVERNORS**.

OLDHAM EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

Required, as soon as possible, a **FORM MASTER** with good qualifications in History. Salary, minimum £180, maximum £450. Application form and scale of salaries from the undersigned:—

W. KERSHAW,
Education Offices, Secretary for Education.
Oldham.
26th January, 1920.

ST. HELENS EDUCATION COMMITTEE.

Wanted for Cowley Secondary School for Boys, St. Helens, two **FORM MASTERS**, one with qualifications in Geography, and one with qualifications in Physics. Commencing salary £300 per annum. Applications should be returned by February 16th. Forms of application may be obtained by sending stamped addressed foolscap envelope to the **SECRETARY FOR EDUCATION**, St. Helens.

Education Office,
St. Helens.
27th January, 1920.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Mistresses for the present term and Easter, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

EXPERIENCED ENGLISH MISTRESS required in large and important Girls' School in Channel Islands, to offer English and Latin up to Matriculation standard. Elocution would be a recommendation, but is not essential. Salary offered about £100, together with board and residence, with a prospect of increase should candidate prove satisfactory.—No. 15,607.

ASSISTANT MISTRESS to offer good English subjects, including Geography, History, and Latin, in important Girls' Boarding School on South Coast. Previous experience essential. Salary from £100 to £150, together with board and residence.—No. 15,534.

ASSISTANT MISTRESS, to teach good English, Latin, and Mathematics up to Senior Local standard, in large Girls' School in North of England. Previous experience if possible. Salary £200 non-res.—No. 15,532.

ENGLISH SPECIALIST in large Girls' School within easy reach of London. Graduate preferred. Salary offered, not less than £100, together with board and residence.—No. 15,562.

ASSISTANT MISTRESS in important Boys' School in Home Counties. Previous experience essential. Good general Preparatory School subjects required, including elementary French and Latin. Salary from £90 to £120, together with board and residence.—No. 14,859.

ASSISTANT MISTRESS in large Dual School in North of England, to offer good general Junior Form work. Graduate preferred. Post non-resident and good salary offered.—No. 15,602.

HISTORY SPECIALIST in important Grammar School in the South West of England. Graduate essential. Salary from £180 to £240 non-res.—No. 15,549.

Classical Mistresses.

CLASSICAL MISTRESS required in important Girls' High School in North of England. Graduate essential. Salary not less than £220 non-res.—No. 15,572.

ASSISTANT MISTRESS, to teach Latin in Dual School in Wales. Graduate essential. Salary not less than £160 non-res.—No. 15,587.

CLASSICAL MISTRESS in important Girls' School in South-west of England, to offer Latin throughout School. Member of Church of England essential. Salary not less than £100.—No. 15,373.

CLASSICAL MISTRESS in important Boys' Preparatory School in Home Counties, to offer Mathematics up to Scholarship standard. Salary £200, together with board and residence.—No. 15,490.

ASSISTANT MISTRESS, to teach Latin in important Dual School in Home Counties. Salary from £160 to £300 non-res., according to qualifications.—No. 15,483.

Mathematical and Science Mistresses.

VISITING SCIENCE MISTRESS required in important Girls' Boarding School near London, to offer Botany and Chemistry. Graduate essential. Good fee will be given.—No. 15,612.

SCIENCE MISTRESS, to teach good Modern Geography, elementary Chemistry, and Botany, in important Girls' Boarding School in Home Counties. Graduate essential. Salary offered £130, together with board and residence, or £180 non-res.—No. 15,042.

SCIENCE MISTRESS, in important Girls' Boarding School, to teach Chemistry, Physics, and Botany. Graduate essential. Salary not less than £100, together with board and residence.—No. 14,788.

SCIENCE MISTRESS, in large Dual School in South of England, to offer Botany, together with General Elementary Science. Post will be non-resident, and good salary according to qualifications.—No. 15,142.

ASSISTANT MISTRESS, to teach Mathematics and Physics, in large Dual School in North of England. Graduate essential. Post will be non-resident, and good salary according to qualifications.—No. 15,600.

Kindergarten and Lower Form Mistresses.

KINDERGARTEN MISTRESS required, in large Girls' Boarding School in South-west of England. Froebel training essential; also member of the Church of England. Salary about £70, together with board and residence.—No. 15,056.

ASSISTANT MISTRESS, to be head of Kindergarten, in large and important Girls' Public School in North of England. Higher Froebel Certificate essential, with previous experience. Salary from £110 to £120, together with board and residence, rising by annual increments of £10 to £150.—No. 15,559.

JUNIOR FORM MISTRESS in Girls' School on South Coast. Previous experience essential. Salary about £80, together with board and residence.—No. 15,531.

JUNIOR MISTRESS, in small high-class Girls' School within easy reach of London. Salary up to £100 together with board and residence.—No. 15,186.

ASSISTANT MISTRESS, in important Boys' Preparatory School on East Coast, to teach good History, Geography, and Literature up to Scholarship standard. Salary about £80, together with board and residence.—No. 15,409.

ASSISTANT MISTRESS, to teach in important Boys' Preparatory School in South of England, to teach good General Elementary School subjects, including Games. Salary about £90, together with board and residence.—No. 15,580.

ASSISTANT MISTRESS, in first-class Boys' Preparatory School in Home Counties, to teach good General Elementary School subjects. Member of Church of England essential. Salary up to £100, together with board and residence.—No. 15,557.

Physical Culture and Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS required in important Girls' Boarding School in Channel Islands, to offer good Hygiene, Cookery, and Needlework. Salary about £80, together with board and residence.—No. 15,601.

GYMNASTICS AND GAMES MISTRESS, for large Girls' School in South Africa. Salary about £100, together with board and residence. Passage paid.—No. 14,964.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School on South Coast. Dancing is essential. Salary about £80, together with board and residence.—No. 15,451.

PHYSICAL CULTURE MISTRESS, able to teach both Games, Drill, and Riding, in large Girls' Boarding School in South-west of England. Post resident and good salary.—No. 15,555.

Modern Languages and Foreign Mistresses.

ASSISTANT MISTRESS, to teach good French to Junior Form in important Boys' Grammar School in South-west of England. Salary offered, for Graduate, £180 to £350 non-res., according to qualifications.—No. 15,599.

MISTRESS, to teach good French throughout School with Italian, if possible, in a Private Girls' School in South-west of England. French woman essential. Salary offered about £70, together with board and residence.—No. 15,594.

ASSISTANT MISTRESS, able to teach good French throughout School, together with some English, in important Girls' High School in the Home Counties. Salary from £160 to £300 non-res., according to qualifications.—No. 15,564.

ASSISTANT MISTRESS, to teach good French throughout School in Girls' Boarding School within easy reach of London. French woman essential. Salary about £70, together with board and residence.—No. 15,372.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

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- SOUTH COAST.**—Preparatory school for girls and little boys, containing 10 boarders paying from 75 to 90 guineas per annum, and 22 day pupils. Term's fees accepted for goodwill; furniture at valuation.—T 3,071.
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- HOME COUNTIES.**—Preparatory School for boys and girls, containing 12 boarders paying from £75 to £90 per annum, and 40 days pupils paying from 7½ to 21 guineas per annum, exclusive of extras. Gross receipts about £1,500. Excellent premises in 6 acres. Goodwill £500, furniture at valuation.—T 2,504.
- SURREY.**—Principal moving away with her boarders wishes to dispose of her connexion of 30 to 40 day girls paying 18 to 36 guineas per annum. Gross receipts from day pupils between £1,200 and £1,500. Rent of premises, with accommodation for about 30 boarders, £300. One term's fees accepted for goodwill. Would be willing to receive vice-principal with a view to succession, if desired.—T 3,086.
- LONDON.**—Day School of the highest class containing 80 to 100 pupils; gross receipts over £3,000, net profit over £1,000 per annum. Goodwill £2,000, furniture at valuation; part of the purchase money could be paid off by instalments.—T 3,072.
- SOUTH COAST.**—Head Mistress required for High-class Boarding School being taken over by a private company; 60 boarders at fees of £100 to £120 per annum; first-rate premises specially built for their purpose in 5 acres of grounds. The Head Mistress's remuneration would be partly fixed, and depend partly on profits. Candidates should be able to invest at least £500 in shares, which should pay a dividend from 10 to 15 per cent.—T 3,508.
- WEST OF ENGLAND.**—High-class Boarding and Day School containing 15 boarders paying fees from 80 to 90 guineas per annum, and 47 day pupils paying from 12 to 30 guineas per annum; gross receipts about £3,000 a year. Goodwill £950; furniture could either be taken at valuation, or would be let with the house at £180 per annum.—T 2,502.
- YORKSHIRE.**—High-class Boarding and Day School containing over 100 boarders at fees from £60 to £72 per annum, and 20 day pupils paying 15 to 18 guineas per annum; gross receipts over £9,000. Would make suitable arrangements with a capable lady qualified to run a large Boarding School and able to pay down from £1,500 to £2,000.—T 3,063.
- SOUTH COAST.**—Good class Day and Boarding School containing 12 boarders paying from 50 to 60 guineas, and 126 day pupils paying from 6 to 15 guineas per annum; gross receipts £2,000, net profit over £700 a year. Goodwill £450, furniture at valuation. Would accept £400 down and receive a partner with a view to early succession.—T 2,816.
- LONDON.**—High-class Day School for girls and little boys containing 104 pupils paying 12 to 19½ guineas per annum; gross receipts over £1,800, net profit £600; nice premises in own grounds. £1,500 required for goodwill; furniture at valuation. Part of purchase money could be paid off by instalments.—T 3,092.
- NEAR LONDON.**—Partner, or Senior Mistress with a view to partnership, required in high-class Boarding and Day School for girls, containing 31 boarders paying from 90 to 99 guineas per annum, and 65 day pupils paying 12 to 21 guineas per annum. Gross receipts about £6,000, net profit about £1,200. Applicants should be University women, or, if not, capable of taking entire charge of the domestic side of the school.—T 3,066.
- BERKSHIRE.**—Good class Church of England Boarding and Day School, containing 16 boarders paying from £60 to £75 per annum, 9 day boarders paying from 18 to 24 guineas per annum, and 7 day pupils paying from 9 to 15 guineas per annum; gross receipts over £1,400, net profit £355. £1,000 required for goodwill and furniture, half of which could be paid off by instalments. School being sold owing to death of Principal. Excellent prospects for development.—T 3,098.
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- IRELAND.**—High-class School for daughters of professional men; 36 boarders paying fees from £50 to £90 per annum, 60 day pupils paying from £6 to £30 per annum; gross receipts £3,600, net profit nearly £1,000 a year. Reasonable terms made with suitable successor, who must be an Evangelical Churchwoman. Part of purchase money could be paid off by instalments.—T 2,538.
- HOME COUNTIES.**—Boarding House in connexion with Public High School, containing 45 boarders paying from 60 to 66 guineas per annum, in addition to tuition fees; gross receipts £2,000 a year, producing a satisfactory profit. £1,000 required for goodwill and a certain amount of furniture. Part of the purchase money could be paid off by instalments.—T 3,078.
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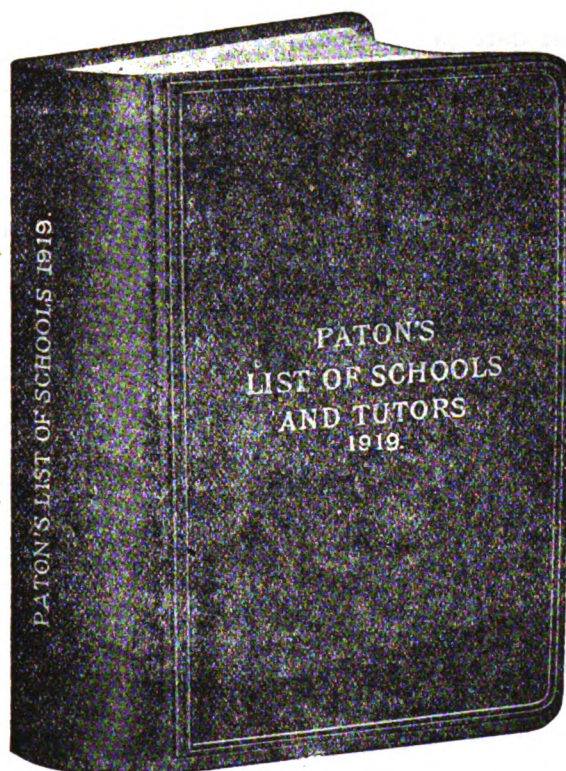
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2. The OFFICIAL LIST OF REGISTERED TEACHERS is now being revised. Entries for the Revised List will close on WEDNESDAY, 30th JUNE, 1920.
3. On and after the same date, WEDNESDAY, 30th June next, the uniform fee for Registration will be TWO POUNDS, instead of ONE GUINEA as at present.
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J.E.

THE JANUARY MEETINGS.

THE ASSOCIATION OF HEAD MASTERS.

PROBABLY no annual meeting of this Association has been so well attended as was that on January 1 and 2, in joint conference for part of the session with the Head Masters' Conference. The number of members who had intended to be present amounted to nearly 250 out of a total of 665. Over 170 votes were cast in one case. At times members seemed unable to find seats in the Council Chamber of the Guildhall.

The Association always looks for stimulating addresses from its presidents, whether in the literary style of Mr. Rushbrooke or in the practical lively vein of Mr. Smith. His story of the governor, who wished to buy quicksilver, by the ounce to keep it fresh, was quoted by most newspapers, though his plea for unity, for efficiency, and for registration was less emphasized. No doubt the press knows what the public likes to read about education.

Sir John McClure proposed "that the Council of the Association be requested to consider and report as soon as possible on the application of the Whitley Scheme to educational work, and that for this purpose the Council of the Association be asked to consult with the Teachers Registration Council, as the body representative of the teaching profession," and the resolution was adopted. After formal introduction of the motion the meeting settled down to hear Mr. Roscoe's description of Whitley Councils as applied to labour, and signified its desire that the plan should be adapted to the needs of education. The speaker pointed out that the Councils were intended for the representatives of employers and their workmen in order to settle trade disputes. We all know who the labourers at the looms of youth are; but who are the employers? The L.E.A.? The State? The governors? The parents? Difficulties can be overcome, said Mr. Roscoe, with goodwill, and from the broad base of school-committees might emerge a real national council, the work of which would be to champion the cause of education against the attacks of doctrinaires and of ignorance.

At the Joint Session of the Conference and Association the reception and adoption of the Report of the Joint Committee on State Control was moved by the Rev. Dr. A. A. David (of Rugby). But on the motion of Mr. Edwards (Bradford) it was eventually resolved that "this meeting feels that much fuller inquiry is necessary from all classes of schools before any definite recommendation can be made upon the matters dealt with in the report of the Joint Committee on State Control."

It will be remembered that the interim report of the Joint Committee raised no slight storm when it was presented last spring. At the present meeting Dr. David failed to satisfy the majority of his hearers. There seemed to be an unexpressed wonder why certain schools, after long holding aloof from the offers of the Board of Education, should decide that they desired to earn grants or at least be recognized for "pensionable service." The proposals did not appear likely to increase materially the number of free-placers drawn from elementary schools. The opponents seemed to come from day schools, while the smaller boarding schools were in favour of the Report. Neither the persuasiveness of Mr. Cholmeley, nor the chance of providing boys from rural districts with scholarships, nor the prospect of diluting all forms at public schools with three free-placers each, could convert the followers of Mr. Edwards, whose amended motion was finally carried by 104 to 67 votes.

The paper of Mr. Iliffe in proposing that "this meeting observes with serious alarm the deficiency in the supply of trained teachers for secondary schools," and the address of Mr. Hendy in support, convert the followers of Mr. Edwards, whose amended motion marked, when votes of thanks were being passed, that a trade which offered proper chances to craftsmen would not need to bribe apprentices to enter its ranks by subsidizing the preparation for their career.

Mr. Cholmeley's resolution, "that this meeting sees with regret the revival since the war of the tendency to promote public championship competitions among schools, and generally to exploit school activities for the entertainment of the public," directed against public exhibition of youthful bruisers, met with considerable sympathy. He called attention particularly to the evil of turning boys' amusements into a spectacle.

Dr. J. E. King agreed with him, as did the meeting unanimously.

Dr. Norwood moved: (a) "That the time has come when all English universities and all professional bodies should accept the seven school certificate examinations, which have been recognized by the Board of Education, as equivalent and interchangeable, for the purpose of matriculation and for entrance to professional studies." (b) "That inasmuch as a student cannot obtain a school certificate without showing that he has reached a sufficient standard of knowledge in the three main sides of secondary education, the professional bodies should be pressed to accept school certificates without specifying the particular subjects which are to be taken." (c) "That, in particular, though it is fair to demand that the examination should be passed at the credit standard in some or all of the subjects, it is inadvisable to name the subjects in which this standard is to be reached."

The three resolutions introduced by Dr. Norwood were well received, though fears were expressed that the acceptance of them might enable a boy to go to Leeds to study engineering with no knowledge of mathematics, or to Oxford ignorant of Latin or Greek. No one suggested that any university would be elastic enough to encourage such students. The whole subject, it was felt, was overshadowed by the report that the Board's committee on examinations will one day produce.

Mr. Malim's resolution, "that this Association urges that, when it is necessary to grant to a school additional financial aid, the local education authority should grant such aid without imposing conditions likely to diminish the responsibility of the governing body or to change the character of the school, provided always that they are satisfied that the educational efficiency of the school and the interests of the pupils are adequately safeguarded," was carried with the addition of the riders: (a) "The best form of aid to endowed secondary schools is by a deficiency grant from the local education authority on an approved estimate"; (b) "The consideration of the conditions of aid should be referred to the Council of the Association," to avoid suspicion that aided schools wished to stand outside any national scheme. The schools concerned made out a good case for increased financial assistance; and it was thought that as many as possible should be saved from the official rule and line, consequently the two riders were added for the benefit of those who wished to know in what form help were best sought from the local education authority.

In the course of the debate much was said about elasticity. Now the word denotes—in the mouth of the head master, auto-cracy; in that of the parent, variety (especially in favour of his son); in that of the official, cohesion!

Mr. W. H. Barber moved "that this Association urges the appointment, as recommended in the Report of the Royal Commission on the Civil Service, of an additional Civil Service Commissioner with scholastic experience, and hopes that in addition regular consultations will in future be held between the Civil Service Commissioners and associations of acting teachers." As it is likely that certain recommendations of the Commissioners will be adopted, Mr. Barber had little difficulty in carrying his motion.

Mr. Paterson (of "South of the Bridges" fame) explained the workings of the employment agency that the Government are setting up for schoolboys of sixteen to eighteen years of age. He announced that at Howard Hotel, Norfolk Street, they knew of more vacancies than they had as yet boys to fill. The attempt he is making is one of importance, and it is one in which the convenience of the school must give way to the benefit of the boy, even if the latter leaves just before an inter-school cricket match.

Mr. Bailey's motion was carried unanimously:—"That in the opinion of this Association, the co-education secondary day schools have established a claim to be regarded as an important part of the educational system of the country. It is, therefore, most desirable that in justice to these schools both those who are responsible for the work done in them and the inspectors by whom that work is judged should have knowledge of, and sympathy with, the ideals of co-education."

There was more in Mr. Bailey's resolution than appeared in print. Behind the remarks of several head masters loomed a spectre. It is unfortunate that any suspicion of the introduction into scholastic matters of the politics of the feminist movement should have arisen. Co-educational schools may be good in themselves—undoubtedly they fill gaps—and the loss of them (they number two hundred) would make education difficult in many small centres. Two interesting facts emerged from the debate: (1) that head mistresses think so much of the senior mistress in dual schools that they give them the status of heads in their association; (2) that, when they are taught together, girls can only pass at the age of sixteen plus an examination which boys tackle successfully a year earlier.

Whether it is well that girls and boys should be brought up on a similar curriculum was not discussed.

ASSOCIATION OF HEAD MISTRESSES.

THE Association of Head Mistresses held two meetings in connexion with the week of conferences, under the chairmanship of the President, Miss Major. On January 8, Miss Alice Silcox (Thoresby High School) opened a discussion on "Free Secondary Education," at a meeting confined to members of the Head and Assistant Mistresses' Associations. Much disappointment was felt at the announcement that Dr. Constance Long was unable to fulfil her promise to speak on "Psycho-analysis" at this meeting. The last hour of the morning was filled by Miss Jane Latham's speech on "The best means of providing religious education in secondary schools."

On January 9, a crowded audience listened with undisguised appreciation to two inspiring papers. Mr. H. Barrett Carpenter (Rochdale School of Art), in his address on "The True Place of Art in Education," blended the materialistic and spiritual with poetic touch; and his audience was left with the happy experience of having listened to, if not entertained unawares, an angel bearing a true artistic message with a very real meaning for this workaday world.

Prof. Stewart Macpherson (Royal Academy of Music), in his address on "The Place of Music in the School Curriculum," was no less convincing than Mr. Carpenter had been. From his deep and wide experience he was able to justify his contention that the school should be the nursery of music, as of other studies—that the school should deal with the absolute fundamentals of the art—with the training of the child's ear and the sensitizing of his aural and rhythmic faculties, because, as Sir Hubert Parry had said, "it is the sympathy of the higher type of mind and temperament which feeds the higher artistic natures." Prof. Macpherson prophesied the production of our great national musical genius only when we were fit as a people to receive him.

ASSOCIATION OF ASSISTANT MISTRESSES.

THE annual general meeting of the Association of Assistant Mistresses, held at University College during the conference week, consisted of a business meeting for members only and two open lectures. The business was of an extremely varied nature, including the presentation of the balance sheet, a statement of the position of the Loan Fund, and reports of the work of various educational bodies on which the Association is represented. A pleasing incident was the unanimous election of Miss K. Andrews as an honorary member. The Association welcomed this opportunity of showing once more their appreciation of Miss Andrews's work. The retiring president, Miss Laurie, took as the subject of her short address "Health and Education." She pointed out that physical deterioration—though due in part to race inheritance—is also largely caused by bad conditions of life; and that, though there has been great improvement in public sanitation in the last fifteen years, the improvement in the hygienic condition of homes and schools has not been equally marked, and there is still room for development in the organization of physical education and in the study of hygiene in schools. A lively discussion arose on paragraph 3 of the Education Policy pamphlet, which was finally amended in such a way as to suggest that free secondary education will most probably prevail in the end, whether we approve of it or not. Proposals to raise the subscription from 5s. to 10s., and to introduce the increase at once, were carried with few dissentients.

Only brief reference can be made to the open lectures, each of which drew a large audience. Dr. Olive Wheeler made a striking impression by her remarkable gift of exposition, and welded into a connected whole the theories of the development of the human mind and personality advanced by some of the foremost thinkers of the day; while Mr. Evan Hughes claimed that some knowledge of the principles of economics is a necessity for every citizen who wishes to understand the complex social conditions of our times, and to play a proper part in the life of the nation.

ASSISTANT MASTERS' ASSOCIATION.

SOME time was spent at the annual meetings in discussing additions to educational policy. It is the opinion of the Association that the normal length of a teaching period should not exceed three-quarters of an hour in preparatory and junior departments, nor one hour in senior departments, except in special cases; that opportunities for individual reading during teaching hours should be encouraged; that the total number of learning hours should not exceed twenty-five per week in preparatory and junior departments, and thirty in senior departments; that the less fatiguing subjects should be taken in the afternoon; that evening preparation should be short, but carefully provided for—none in

preparatory departments, not more than one and a half hours in junior departments, and not more than two hours in senior departments; that the teaching staff should number at least one to every eighteen boys in the school, and that in no case should there be more than twenty-five pupils in a class.

As regards bursaries, the Council condemned any system whereby a boy was pledged, at an earlier age than eighteen, to become a teacher. A former resolution approving the principle of universal military training in schools was rescinded. The policy of the Association now is that a system of physical training, of a non-military character, including the development of the power of initiative and leadership, should be universally adopted.

As regards salaries it was resolved that the best interests of education can be adequately secured only by the adoption of a National Salary Scale of £300-30-£800; and that the first step towards this should be the immediate institution of a minimum scale of £300-20-£600—all registered teachers to be placed at the position on the scale which they would have reached had it applied to the whole of their teaching career.

Various amendments to the Superannuation Act were demanded, the chief being that all teachers who have served in schools certified as efficient, either by the Board of Education, by a university, or by the local education authority, or whose service prior to April 1, 1919, is "qualifying service" under the present regulations, should be eligible for benefits under the Act; that there should be a minimum pension of £300 at sixty after thirty years' service; and that the clauses dealing with medical examination should be so altered as not to include existing teachers.

Mr. Fisher's statement that the salaries of secondary teachers had increased by 80 per cent. during the past three years created something like consternation, for it was contrary to the personal experience of nearly every man in the audience. Mr. Fisher has since acknowledged that he made a mistake. What he ought to have said was not that the average salary of assistant masters in secondary schools had increased by 80 per cent., but that the total expenditure of local education authorities on salaries of teachers in secondary schools and other places of higher education had increased by 80 per cent. Mr. Fisher adds that the Incorporated Association of Assistant Masters are at liberty to take any steps they think fit to correct the misstatement.

THE PRIVATE SCHOOLS ASSOCIATION.

THESE meetings were characterized by remarkable enthusiasm and unanimity in face of the difficulties produced by the Education Act and the Superannuation Act.

On January 2 the Association (in conjunction with the College of Preceptors) was addressed by Sir Philip Magnus, who pointed out the unfairness of the Superannuation Act, since it excludes from its benefits all part-time teachers and all teachers (however highly qualified and efficient) who are labouring in schools which are not supported by the State. This injustice will affect university lecturers, and tend more and more to deplete the staffs of the best privately conducted schools—which have hitherto, and are now, rendering great service to the cause of education. The existence of such private schools was greatly to be desired, as they provided an important type of education—adaptable and elastic—such as could not be found under the direct control of a bureaucratic Board of Education.

On January 6 the Council of the Association formulated a scheme securing efficiency in private schools, and claimed that the State ought not to seek to damage—directly or indirectly—any school that was doing sound educational work. A strong feeling was also manifested that the numerous educational associations should unite more closely and co-operate to defend the liberties of the teacher—it being recognized that all teachers belong to the same profession and ultimately are seeking the same goal. In the evening, at the annual dinner, Mr. F. Roscoe suggested that private schools were an antiseptic against the poison of over-officialism, and Sir John Rees remarked that the public had not the slightest idea as to the colossal expense which would be involved if and when the Education Act came into full operation.

On January 7 the Association held an open meeting, at which addresses were given on "The Parents' Right of Choice." Mr. Maxwell pointed out that the tendency of recent legislation was to reduce education to a single type—thus leaving the helpless parent no choice. Mr. F. Roscoe aptly remarked that education was being rationed out by the Board of Education, and that the cause of true education would suffer from increased regimentation and official control. Many people had ceased to take any interest in the education of their children, because they had it provided free and were not consulted, nor were their wishes considered by the authorities.

TEACHERS' GUILD.

THE report presented to the annual general meeting of the Teachers' Guild disclosed a year of activity, accompanied by gratifying success, financial and otherwise. Sir Henry Hadow was elected president in place of the Rev. Canon Masterman, who retired after holding office for a second period of two years. The vacancies on the Council were filled, and the Rev. the Hon. E. Lyttelton was re-elected hon. treasurer. The meeting was followed by an address from Canon Masterman. His subject was "Whitley Councils and the Teaching Profession." He worked out the way in which the methods laid down in the Whitley Report could be applied to education, postulating that it was a right, not merely a privilege, of those engaged in education to take part in its regulation. The "Works Committee" of the Whitley Report would, he said, be the school council, consisting of equal numbers of representatives of school authorities and of teachers. The "District Council" would be represented by county or county borough councils and by groups of these formed into provincial councils. The "National Council" of the Whitley Report, in Canon Masterman's opinion, afforded the opportunity for establishing a real Board of Education, consisting of a certain number of Members of Parliament and representatives of the administrative staff of the department and of the teachers. Canon Masterman outlined the subjects with which the councils should deal and the conditions necessary for the success of the system.

Mr. Craddock's paper on the "New Discipline"—or, as he preferred to call it, "The Newer Discipline"—followed, and attracted a great number of interested listeners. He gave a detailed account of his work with his pupils (boys of about thirteen), and made out a good case for his method. The class was a republic with a committee to manage its affairs. The idea of sport was developed and the class took sides. The result was that the clever boys coached the stupid so that the side would score. Many questions were asked, and there was some criticism of the element of competition introduced. Mr. Craddock maintained that it was a healthy competition and preferable to the old system of every boy for himself. The master's work was not lessened—it was more effective. He was always in the background and keenly interested in the boys' doings.

The afternoon session was devoted to the question of "The Selection of Elementary-School Children for Higher Forms of Education." The subject was dealt with in papers read by Mr. G. F. Daniell (of the Kent Education Department), Miss Crosby (Chelsea Secondary School), and Mr. Willey (Grimsby Municipal College). It appeared to be agreed that the only satisfactory method of selection was an examination supplemented by reports from the teachers as to both the capability and the circumstances, home and otherwise, of the candidates. The final examination, it was suggested, should include (1) a written test in English, made up of broad questions not so much asking for information as giving scope to the mental powers of the candidates; (2) an interview examination which should be conducted by experts. In the discussion which followed several speakers suggested the desirability of formally consulting the parents and teachers before awarding the scholarships.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.

At the meeting of the Association of University Women Teachers, held on January 8, Prof. John Adams gave an address on "Tests of Intelligence," Miss Alice Woods taking the chair. The meeting was packed to overflowing. Prof. Adams said that, as the subject had recently been dealt with by Dr. Ballard, he would approach it from the practical rather than the psychological point of view. Tests of intelligence were frequently devised so as to test knowledge rather than capacity, and it was with the object of finding some method of standardizing capacity that new methods had been devised. Prof. Binet had invented various tests, constituting the "Echelle," and by means of these had collected sufficient evidence to establish a rough average capacity for each year of a child's life. His investigations were described in his book, "Les Idées Modernes sur les Enfants." The teaching profession was, on the whole, inclined to view Prof. Binet's methods with profound suspicion, although a small group of teachers accepted the tests enthusiastically and perhaps too readily: another small group accepted the tests for what they were worth and tried to improve them. In the interests of society it was most desirable to have some means of discovering the most suitable individual for any special piece of work. Teachers might co-operate with employers in the selection of candidates for particular jobs. Some London firms had already made use of psychological experts for this purpose, and in the future it was probable that these means would be far more widely employed.

THE FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.

At the annual meeting of the Froebel Society, on January 6, Major J. Shelley was elected president for the second year. He gave a vivid speech on "The Seriousness of Play." He asked teachers to evoke the play spirit which gives us the vision of the future. It did not limit itself to the intellectual and physical sides of life; play was intuitional and spiritual. Out of play came, on one side, art, and on the other side, religion. As we play we become richer in vision, we learn more of the Universe through our dream. That is why we are here; we are not here to work, but to play; we are here to grip the Universe with that energy that bursts forth making us forget all else but the vision. As long as we make progress in this we are living and playing. But if we are merely gathering together a lot of things which go to make us comfortable, so that we do not give this spirit a chance of working, then we do not want to play. We need not fear the revolution that is based on the play spirit. The moral code of the play spirit is infinitely higher than the legal code of any country. The play spirit is a spirit of freedom. The person without this is going to be an economic nuisance; he is going to gather as much material goods as possible; but the person dominated by this play spirit will put up with any sort of material discomfort and will enjoy life. We run a great danger of losing this spirit. We are regarding life as something which is given in order to "produce"—a word we have heard lately. Unless the people of the nation possess that play spirit—that is to say, the spirit of giving forth and of making finer human beings—there is no point in production. Give people a chance of expressing themselves and they will produce without thinking. It is our conception of what life is that has to serve the play spirit so that life may mean not what it is, but what it might be. Play is the basis of real culture. And we must remember that the play spirit is intimately knit up with the process of imagination—imagination that contains not merely the past but the future. The development of the spirit of play in the school is the development of the child to appreciate or to understand the life to come.

In the afternoon a conference on Nursery Schools took place. Miss Brown-Smith was in the chair. Miss Owen, Miss Reed, Miss Stokes, and Miss Grant gave the essential conditions for a true nursery school. The speakers asked for more freedom of action, more time to obtain the goodwill of the parents, and for training not only for superintendents but also for inspectors.

THE JOINT CONFERENCES OF EDUCATIONAL ASSOCIATIONS.

THE first of these Conferences met at University College, January 3. The subject was "The Work of Continuation Schools." The chair was taken by Sir William Ashley, who, in introducing the speakers, pointed out that we could now dispense with the advocacy of the principle of continuation schools, for they had received legislative sanction. Practical difficulties have still to be met—for example, in deciding how far the instruction to be given is to be vocational or "humane." It is nowadays hard to forecast the direction of human occupation. Unskilled work is being gradually abolished. A novel complication of the situation is due to attendance at continuation schools being neither entirely compulsory nor wholly voluntary. Mr. Spurley Hey (Director of Education for Manchester), in the first paper on the subject, reminded the audience that the provisions of the Education Act relating to continuation schools would not come into operation completely until autumn 1921. He estimated that by this delay three million pupils would escape the compulsory clauses. Local authorities must use this interval in making preparations. The provision of buildings is one great difficulty, and the enrolment of an adequate staff another. Teachers are inadequate, both in quantity and quality, for the work to be done. He deprecated the institution of works schools on works sites, and urged educational authorities to keep in touch with local social life and to seek the advice of those who represent it. Mr. Beresford Ingram (Director of Continuation Education, L.C.C.) drew attention to the difficulties to be encountered, the chief of which is the ignorance and apathy of the public and its opposition to the compulsory clauses of the Act. As regards the curriculum to be adopted, he advocated that the greatest freedom should be allowed to the principles laid down in the Lewis Report. Mr. Dover Wilson (of the Board of Education) maintained that the line of demarcation between humanism and vocationalism proves largely illusory. It would be a profound mistake to make the curriculum purely literary. He would have teachers start with the "job" of the pupil in the works, and lead on to history, geography, and other broad subjects. The literary side of education he would approach through the drama and acting and through composition. He

insisted on the necessity of libraries in continuation schools. Mr. Thomas read a paper by Mr. Rooksby (of Harrod's, Ltd.) describing the work of the continuation school established by that firm.

The large audience highly appreciated the various papers, and an animated discussion followed, which only terminated when the time allotted to the Joint Conference was exhausted.

The second Joint Conference of the Educational Associations at University College was devoted to the subject of "Adult Education." Canon Masterman presided, and, in introducing the speakers, stated that the problem facing them could only be met by a large extension of the methods by which this type of education is at present supplied. He hoped that the audience would not fall into the error of thinking that the movement for organizing and improving adult education had any special reference to the class of society commonly called the working classes. Every member of society who was of any use was always undergoing the process of being educated. The first speaker, Mr. Tawney (member of the Government Commission on Adult Education), endorsed this warning. The prominence of the working classes in forwarding the movement showed that they appreciated it more, and needed it less, than others. Adult education was not a *pis aller* or stopgap. It differed from university education in that the latter was necessarily based on some principle of selection. The problem was how to provide a continuous liberal education open to all, so that no person, in order to get it, should feel it necessary to try to get away from his class and associates. Where university extension work has been carried on it would be easy to continue and expand it. It is wrong to depreciate such work. One essential condition of effecting an improvement was that the system adopted should not encroach on the autonomy of the students themselves. He advocated a joint control of the movement by voluntary and local authorities. The expansion of this movement would not impinge on the universities; but, he urged, the universities should offer greater facilities and uphold a university standard in extra-mural work. Short courses all the year round should be developed, and the universities in great cities should hold themselves responsible for the education in their areas.

Mrs. Ensor affirmed that the general interest in this subject was not large enough. She dealt with the question as it affected women, and complained that the Report of the Government Commission did not sufficiently emphasize the equal need of women with men in this regard, and took too little account of the special difficulties attaching to women. Social conditions affect women more than men. Factory women have always something to do at home. She looked forward to the time when improvements in household arrangements and appliances would give women more leisure. As to the curriculum, she stated that every type of education must be supplied, and that it must be remembered that women often felt a reaction against domestic work and must be provided with something different. The curriculum should include creative work. She urged the importance of residential classes—for example, summer schools at universities and other picturesque cities, and declared that there was need of grants to enable experimental courses to be carried out.

The ex-Premier of South Australia, Mr. Crawford Vaughan, gave the meeting an account of the work being done for adult education in Australia, and agreed with previous speakers as to the necessity of guarding the autonomy of workers' associations. He drew attention to the special needs of sea-workers and explained the activities of the World Association for Adult Education, of which he was a representative.

An interesting discussion followed, in which a great number of the audience took part.

NORTH OF ENGLAND CONFERENCE.

THE thirteenth annual meeting of the North of England Education Conference was held at Southport from January 8 to 10. This is the first meeting since 1914—the conference having been suspended on account of the war.

Mr. Fisher delivered the inaugural address. This year, he said, would be a critical year. It is now many months since the armistice was signed. A vast army has been demobilized, and the population of the country has settled down into its peace-time avocations. As we change from a state of war to a state of peace, our conception of values changes, and, educationally, a director of secondary education becomes more important at present than a general, and a committee of a county authority a more important body than a divisional staff, and as the great army which has fought our battle so gloriously had dispersed, so in the various avocations of civil life the community has a right to expect that the new army against ignorance which carries on its campaign in the schools and colleges of the country will be equally stanch, equally valiant, and equally devoted. We have all received our marching orders. They are contained in the Education

Act of 1918, and there is no intention on the part of the Government to abate one jot or tittle of that Act. Referring later to the half-time system, he said that, if the abolition of half-time had been the only feature of the Education Act of 1918, it would be sufficient to make that measure a landmark in educational progress. This year will witness, said Mr. Fisher, the establishment of a level of remuneration in the elementary, the secondary, and other branches of the teaching profession, which will bring peace and contentment into the educational world, and spare us any currents of distressing and embarrassing conflicts—and every listener appeared to hope it might be so.

A debate followed on the Education of Adults. The subject was introduced by Sir Henry Hadow and continued by Mr. McTavish (Secretary of the Workers' Educational Association), but though other speeches were invited no other speakers took part.

In the afternoon of January 9 a number of sectional meetings were held, at which many subjects were discussed, including School Certificate Examinations, the Place of Art in Education, Central Schools and Secondary Schools, the Teaching of History, and Political Education in Public Schools.

The general meeting on the concluding day was devoted to a conference on Continuation Schools in Urban and Rural Areas. The debate was opened by Major Gray and Mr. W. A. Brockington, whose paper on "Rural Continuation Schools" was a notable contribution which will be of great service to many county education committees.

The concluding afternoon was filled with four sectional meetings, at which the following subjects were discussed:—"Methods of Selection of Children for Further Education"; "The Place of Music in Schools of Various Grades"; "Juvenile Employment and After Care"; "Modern Developments in Physical Education" and "Play Centres."

The invitations issued totalled 3,000 and 1,250 cards of admission were applied for. Forty-two publishers exhibited books, and twelve firms contributed to the exhibition of school pictures, which was a welcome addition to the conference.

The Conference of 1921 is to be held at Sheffield.

SCIENCE MASTERS' ASSOCIATION.

A LARGE gathering attended the annual general meeting of the Science Masters' Association, which was held at the London Day Training College, on January 6 and 7. The infusion of new blood, consequent on the recent broadening of the basis of the Association's membership, had much to do with the success of the meeting. In the presidential address, Mr. W. W. Vaughan, Master of Wellington College, called the attention of science masters to their responsibility in teaching the subject not from utilitarian motives but with the purer aim of establishing a love of truth in the minds of their pupils.

Several speakers, including Prof. Hickson, spoke of the need of giving a broad outlook on science to the younger pupils, and of the importance, therefore, of including a considerable amount of biology in the curriculum. There was, however, an amusing difference of opinion on the part of the experts present as to the relative values of botany and zoology for this purpose, some maintaining that the latter subject, though desirable in itself, did not lend itself easily to class work. It is certain that the scope of science teaching in the pre-matriculation period has been far too limited, and that it has often been restricted to what is suitable for laboratory practice. Sir Richard Gregory made out a good case for the divorce of experimental work from the lecture-room courses. The latter, he said, should aim chiefly at maintaining interest and giving breadth of view; the former should be on heuristic lines in a limited field and not a soul-destroying liturgy.

Mr. H. Preston (of Caistor Grammar School) said that science masters should feel it a duty to train boys engaged as laboratory assistants so that they might become qualified for responsible positions in after life. He gave details of his own practice in this matter, and said that his first five assistants were now earning bigger salaries than the man who had taught them. As this was spoken in a spirit of pride, quite untinged with bitterness, it made all the stronger appeal to the audience. Mr. Preston also introduced a discussion on the excessive price of scientific apparatus. He gave many instances, taken at random, where the prices of articles had increased to between three times and ten times their pre-war figures. This state of affairs was attributed chiefly to two causes—restrictive measures by the trade unions and profiteering. The Association appointed a committee to deal with the matter.

Other subjects that were discussed included "Science in the Preparatory School," "The Teaching of Science to Junior Forms," and "The Teaching of Organic Chemistry." Dr. Crommelin,

(Continued on page 124.)

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also, delighted his hearers with an account of his observations in connexion with the recent solar eclipse and of their bearing on Einstein's theory. A full account of the meeting will appear in the next issue of the *School Science Review*.

THE GEOGRAPHICAL ASSOCIATION.

THE annual meetings of the Geographical Association were held at the London Day Training College, on January 9 and 10. The report showed an increase of 1,100 members and of several branches and new links with the Colonies.

Sir Charles Lucas, in his presidential address, opened out fresh lines of thought concerning islands as centres of preservation of human diversities and their relations to peninsulas, all in connexion with the development and fate of empires and commonwealths. He suggested that the giving of self-government to British Colonies and Dominions might be due to home experience of diversities within the British Isles and of the need for giving each group opportunities of development in its own way.

Dr. R. N. Rudmose Brown emphasized the development of the coal export trade from Spitsbergen, and estimated that next year 250,000 tons of coal would be shipped. He referred to the extra-territorial rights of British, Swedish, and Russian estates within the new Norwegian Dominion of Spitsbergen created by the Paris Conference.

The educational side was dealt with by Mr. T. W. F. Parkinson, who urged that the Board of Education should do more to encourage geography in the higher forms of secondary schools, and that more scholarships should be opened to students of geography. The discussions brought out references to the creation of a geographical Tripos at Cambridge, and the full recognition of geography in the faculties both of arts and of science by the University of Wales, as well as to the creation of an arts degree in geography (pass and honours) at Leeds and London. A demonstration of the value of the kinema in geographical teaching was given by Capt. C. E. Hodges. Mr. M. de Carle S. Salter (Superintendent of the British Rainfall Organization) gave an original paper on "Rainfall as a Geographic Function."

THE HISTORICAL ASSOCIATION.

THE fourteenth annual general meeting was held at the University of Leeds on January 1 to 3. Owing to the absence of the president, Prof. Tout was in the chair. At the business meeting Prof. Grant was elected president of the Association. The Secretary reported that between four hundred and five hundred new members had joined the Association since September last, and that new branches had been formed at Bangor, Dudley, Durham, Liverpool, Chelmsford, Norfolk, Oxford, Rugby, and Winchester. The Secretary also reported that almost a thousand members of the Association subscribed to the quarterly journal *History*. A paper was read by Sir Michael Sadler, K.C.S.I., on "The Influence of Western Education in India." A reception was given by the Lord Mayor and Lady Mayoress in the evening of the first day at the City Art Gallery. On January 2 visits were paid by different parties of members to the Leeds Parish Church and St. John the Baptist's Church, to Kirkstall Abbey and Adel Church (Norman); also to Messrs. Barran & Sons' clothing factory, and to the technological departments of the University. In the afternoon Lord Robert Cecil gave an address on "The League of Nations," dealing especially with the attitude of the American Senate on the question of reservations. In the evening a dinner was held at the University Refectory, attended by about a hundred members and friends. On January 3, Dr. Maud Sellers read a paper on "The Use and Abuse of Ancient Monuments and Civic Documents in Education," and laid stress upon the necessity of exercising discretion in choosing the right kind of curators and guides in museums and on the care and accessibility of historical documents. The paper prepared by Prof. Mantoux on "The Effects of the World War: A new stage in the history of the Industrial Revolution," was read by Prof. Grant owing to the inability of Prof. Mantoux to leave Paris.

MATHEMATICAL ASSOCIATION.

THE annual meeting of the Mathematical Association was held in the London Day Training College, the president for the year being Prof. E. T. Whittaker, F.R.S., of Edinburgh University. The Advanced Section of the Association met on January 7. The president gave a lecture on "Modern Methods of Computation," and dealt with the numerical solution of equations and power series by the methods of Lobachevsky and Graeffe. He covered a very wide field, and the paper was considered one of the most important that has been contributed to the Association, on account of the practical nature of the subject, its almost entire neglect by mathematicians and the difficulty of obtaining instruction in the

modern methods and processes of calculation in the Universities. It was also felt that, apart from its practical bearing, the subject of computation is the best introduction to abstract Function Theory.

The general meeting was held next day. At this meeting it was decided to hold a summer meeting of the Association in Leeds, in order to get into touch with a wider clientèle and also to study on the spot wider mathematical problems, such as the use of mathematics in textiles, commerce, engineering, &c. Mr. C. Godfrey, M.V.O., gave a lecture on "The Teaching of Geometry in Secondary Schools," and advocated the postponement of the severely logical and rigorous study of geometry until the university stage. As a first introduction to the subject, he advocated an extended course of practical and calculative geometry, to be followed by a more formal study of those propositions which seemed to the pupil to require a proof, such as Pythagoras' Theorem, &c., and to treat as intuitive these propositions which are evident from such considerations as symmetry. Prof. T. P. Nunn also was strongly of opinion that a more practical study of "similarity of figures" should be taken early in the geometrical course. Prof. E. H. Neville vigorously attacked the convention whereby displacements, forces, velocities, &c., are measured by positive numbers in unique directions, and maintained the opposite view that a proper vector has two directions, each as good as the other, and two amounts, each the negative of the other. Miss H. M. Cook, in a practical paper, opened a discussion on the place of common logarithms in mathematical training. Prof. W. P. Milne, of Leeds University, took occasion to point out the grave consequences in university teaching that arose from large bodies of students entering the intermediate classes without any knowledge of logarithms and numerical trigonometry. The afternoon session was opened by Prof. Whittaker, who dealt with several cases of mathematical problems awaiting solution. Following on this paper came a most able disquisition by Mr. R. C. Fawdry. After pointing out the great value of a training in mechanics, which requires both the application of mathematical processes and the handling of instruments and experiments, Mr. Fawdry confessed that, in spite of all his long experience, he still was in doubt as to whether statics or dynamics ought to be taught first to beginners. Dr. S. Brodetsky, Prof. W. P. Milne, and Mr. A. W. Siddons all entered vigorous protests against the current practice just instituted of allowing pure mathematics—entirely divorced from all practical applications—to be studied in the advanced courses of the secondary schools. They maintained that the widening of outlook from the conjoint study of mathematical processes with the problems of mechanics, electricity, optics, &c., was invaluable, and the feeling of the meeting as a whole was strongly in favour of what they said. One lady present averred that several women mathematical teachers belonged to her school who had no knowledge of natural phenomena whatever, but only the processes of the calculus and geometry, and that the effect on themselves and on their pupils was deplorable.

The meetings throughout were large and enthusiastic; the members separated expressing their intention to support by every means in their power the Leeds summer meeting.

MODERN LANGUAGE ASSOCIATION.

THE annual meeting of this Association was held at the College of Preceptors on January 8 to 10. Proceedings were opened by Sir Stanley Leathes, who delivered his presidential address on "Modern Languages and National Needs." He dwelt on the successful work of the Association and on progress in the teaching of modern languages; referred gracefully to the appointment of Prof. Okey and Prof. Prior at Cambridge; and proceeded to show many departments of the national life in which a knowledge of modern languages was desirable. He naturally made repeated reference to the Report of the Government Committee on Modern Languages, of which he was chairman; and especially urged the importance of school pupils learning one language thoroughly rather than two superficially. In the evening Mr. Alison Peers outlined a scheme for developing educational experiments; Prof. Nunn assured him of the willing co-operation of the Education Section of the British Psychological Society. On Friday morning there was a business meeting. The Hon. Treasurer was able to announce that the Association was financially in a sound condition, and the chairman declared that the number of members (1,338) constituted a record. In the afternoon Mr. Ripman opened a discussion on "Modern Languages at the First School Examination," which proved interesting and valuable. After tea there was a conference of teachers of Spanish, and an Italian lecture by Dr. Emilio Re, communicated by Mrs. Re-Bartlett; and a Spanish lecture was delivered in the evening by Señor de

(Continued on page 126.)

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Madariaga. These lectures were given by arrangement with the British-Italian League and the Anglo-Spanish Society. On the last day M. Emile Audra (Directeur des Etudes, Institut Français) lectured on "La Controverse soulevée en France par l' 'Essay on Man' de Pope." The meeting as a whole was stimulating and successful, but the attendance was not uniformly good, and some doubt was expressed as to the wisdom of separating from the joint conferences held at University College.

ASSOCIATION OF SCIENCE TEACHERS.

THE Association of Science Teachers held their fifteenth general meeting at University College, on January 5. After a short business meeting, the new president, Dr. Sophie Bryant, gave her presidential address on "Science and the Philosophy of Religion from an Educational Point of View." She showed the part that teachers of science are called upon to play in helping "to develop and classify the Philosophy of Religion for every man." Although at present the ideal of a complete philosophy is approached independently from two different points of view, yet the results of the study of science and of religion ought not to be in the final effect inconsistent the one with the other. This address was followed by a discussion on the Second School Examination and its relation to advanced courses in schools and to university examinations. Members present were agreed that the Second School Examination as set by the newer universities is too difficult to be taken in two years after matriculation, and they recommended that the standard should be less advanced. At the afternoon session, Mrs. Ayrton gave an interesting lecture, illustrated by experiments, on her Anti-gas Fan. The lecturer showed the models she had made and the ways in which she had improved them until she obtained the satisfactory instrument that had been used at the Front, where it had been found most efficient for clearing trenches and dug-outs from poisonous gas.

EDUCATIONAL HANDWORK ASSOCIATION.

THIS Association combined with the National Association of Manual Training Teachers in holding a conference on January 3. Prof. J. A. Green was in the chair. Papers were read by Dr. Ballard on "Tests of Practical Ability," and Mr. Stewart Taylor on "Handicraft and Science." Dr. Ballard described various motor tests—tapping, card-dealing, divided cube with painted surface, dissected pictures, &c. Perhaps because he had with him an instrument for recording tapping, this test received most attention, though it has very slight relation to intelligence and no relation to innate possibilities of craftsmanship. "We cannot measure higher faculties by measuring lower, and handwork involves both." The more promising researches of Gilbreth in motion study were briefly described. An interesting discussion followed, and though Dr. Ballard admitted that mental tests were not, so far, of any great use, it was, he urged, important to continue the study of such tests, as a practical outcome was often quite unforeseen in scientific inquiry. Mr. Taylor's paper was an interesting discussion of the difficult problem of the exact function of handwork in education. The "aloofness" of the manual "centre" was vigorously attacked. Such externality made it impossible for handwork to take its proper place as an organic element in the school life. Such attempts at correlation as he had seen offered a loose jumble of odds and ends in casual relationships, which gave neither dignity nor character to the subject or to the teacher in charge. A course in handwork must be progressive, both in difficulty and in intellectual outcome. If rightly worked out, it offered an excellent introduction to the fundamental principles of physical science, but the course must, above all things, take into account the daily experience and the outstanding interests of the boys. Some actual examples of the work done in Mr. Taylor's own school would have given point to what was nevertheless a stimulating communication.

TRAINING COLLEGE ASSOCIATION, AND COUNCIL OF PRINCIPALS OF TRAINING COLLEGES.

THE Training College Association were fortunate in securing the presence of the Master of Balliol at their afternoon meeting. In his address on "The Education of the Citizen," the Master followed the main lines of the report on Adult Education, but his delightful asides made the address well worth hearing, even to one who had read the report. In the morning Canon Blofeld, president of the Association, gave an excellent address on "Leisure"—a timely respite from nearly two hours of crowded work. It is understood that the question of salaries in training colleges, and especially their relation to secondary-school salaries, occupied much attention, and that more will presently be heard on this subject. Another matter that came up for consideration

was the existing arrangements for the student-teacher year, as to which representatives of the Head Masters' and Head Mistresses' Associations had conferred with representatives of the Training College Association. The weight of opinion was in favour of giving the same financial advantage to the student teacher, whether or not any time is spent in the elementary school, and of varying his or her relations to the elementary school, according to the needs of the individual case. Some of the best work of the Training College Association is now done in sectional meetings of the teachers of subjects, no fewer than a dozen such meetings having been held during conference week. We may add that, at a meeting of the Council of Principals, the crying injustice meted out to men who were students in 1914, and who were called up as Territorials in the fateful August of that year, was vigorously discussed. At present a grateful country is refusing to let their years of military service count for pension, and in most cases for salary increments.

THE WOMEN'S INTERNATIONAL LEAGUE.

THIS meeting, at which the subject discussed was "The Teaching of Languages and the Growth of Internationalism," was held on January 9. Mrs. Swanwick, who presided, said the League, from its great interest in education, was glad to have been allowed the privilege of organizing one of the meetings at the Teachers' Conference. An enormous mass of the people in every country, the speaker said, were idle-minded, and willing to give up their freedom and let other people do their thinking for them. A real, living educational system could combat this vice, but many of our systems encouraged it. A real League of Nations could only be formed by the mass of the people being educated to desire freedom and understanding and a share in the control of foreign policy.

Mr. Russell gave a general sketch of the aims, methods of work, and aspirations of the International Students' Bureau. He laid stress on the importance of paying attention to the psychology of language teaching and pointed out the great need for impartial research into methods of teaching and learning languages.

Mr. Palmer sketched the theories at the back of the methods employed by the Bureau, based on a combined study of psychology, linguistics, and methods of economizing time and effort; and leading up to the composing of a language course and to illustrations of some of the fascinating and ingenious card devices employed to help in the study of any language.

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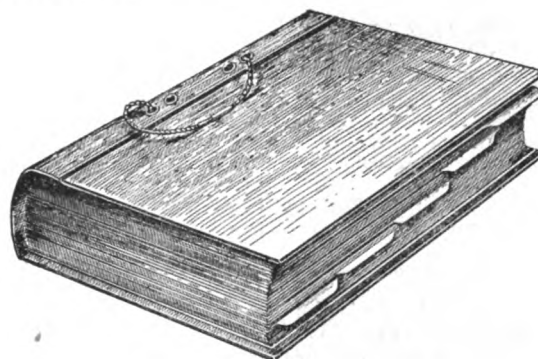
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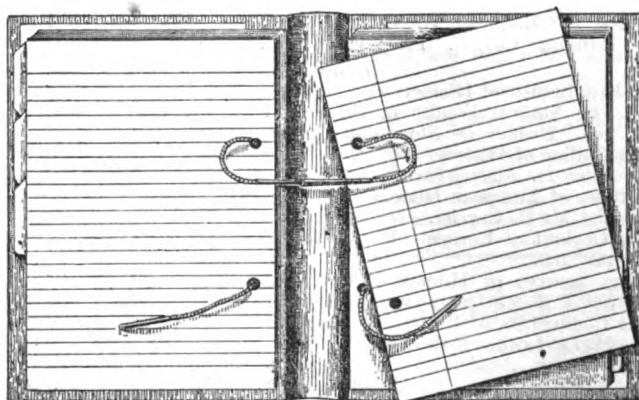
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SCHOLARSHIP NOTICES.

See pp. 134-140.

PHYSICAL TRAINING.

See pp. 135, 137, 138, 140, 171.

For announcements of
UNIVERSITY CORRESPONDENCE COLL.,
See below.
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Students are trained for the Examinations of the
National Froebel Union.

Prospectuses and particulars as to Scholarships
may be obtained from the PRINCIPAL.

CHERWELL HALL, OXFORD. TRAINING COLLEGE FOR WOMEN SECONDARY TEACHERS.

RECOGNIZED BY THE BOARD OF EDUCA-
TION, BY THE OXFORD DELEGACY, AND BY
THE CAMBRIDGE UNIVERSITY SYNDICATE
FOR SECONDARY TRAINING.

Principal:
Miss CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers'
Diploma; the Cambridge Teachers' Certificate;
and the Cherwell Hall Teachers' Certificate for
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from 75 to 100 Guineas.**

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Education. Scholarships of £12 may be awarded to
Pass Graduates. There is a Loan Fund, and students
may borrow sums not exceeding £25, to be repaid
within three years.

Particulars and Prospectuses may be obtained
from THE PRINCIPAL.

Girls' Public Day School Trust, Limited.

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HEAD MISTRESS: Miss A. E. ESCOTT.

**THE Training Departments in con-
nexion with this School and the Examinations
for which students are prepared are as follows:—**

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for Post-graduate students (recognized by the
Board of Education).
Cambridge Teacher's Certificate and London
Teacher's Diploma.

2. **ART TRAINING DEPARTMENT.**
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Teaching in Secondary Schools.

3. **KINDERGARTEN TRAINING DEPART-
MENT.**
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Union, including Trainer's Diploma.

4. **TRAINING DEPARTMENT for Teachers of
Housecraft.**

Diplomas in this Department are awarded
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Board of Education.

Resident students are received in Hostels licensed
by the Council.

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Principal: Miss ELIZABETH STEVENSON, B.A., Clas-
sical Tripos, Cambridge; Girton College.

This College gives Professional Training to women
who intend to teach in Intermediate and Secondary
Schools and in Kindergarten and Preparatory De-
partments. It is recognized by the Scottish Education
Department and the Cambridge Teachers' Training
Syndicate and prepares Students for the Certificates
of the Scottish Education Department, and the
Cambridge Teachers' Certificate.

There is a Special Department for the training of
Kindergarten and Junior Form Mistresses in
Preparation for the Higher Certificate of the National
Froebel Union.

Certain bursaries are available and there is a Loan
Fund.

Prospectus and further particulars from the
PRINCIPAL.

WESTFIELD COLLEGE (UNIVERSITY OF LONDON).

Chairman of Council:
The Rev. Canon TEMPLE, D.Litt.

Principal: Miss B. S. PHILLPOTTS, Litt.D.,
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Students are prepared for the Arts and Science
Degrees of the University of London; there is also a
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Fees.—Resident £120 a year; non-resident from
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A certain number of Scholarships of from £25 to
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at an Examination to be held April 26th-29th, 1920.
Applications for entrance should be sent in before
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For Calendar and further particulars apply to the
PRINCIPAL, Westfield College, Hampstead, N.W.3.

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Principal: Miss GERTRUDE TOOGOOD.

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Diploma. York and Harrogate weekly. Pro-
spectus and fees for Special Course or Private
Tuition forwarded.

TRAINING COLLEGES and Technical Schools.

See also pages 133-140, 157, 170, 173, 175, 193, 197; [Halls of Residence] 134, 136, 137, 139; [Physical Training] 135, 137, 138, 140, 171; [Scholarships] 134-140.

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DEPARTMENT OF EDUCATION.

One-Year Course of Training for Graduates, leading up to Diploma in Education.

Preparation for work in Secondary, Continuation, Primary Schools.

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THE REGISTRAR.

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Scientific and Practical Instruction in Horticulture, Fruit Growing, Marketing and Packing; Farming, Dairying and Poultry Keeping, Bee-keeping, Fruit Preserving, and Domestic Economy.

The Diploma Course, two years.

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Landscape Gardening Course, two years.

Commercial Horticulture Course, one year: for women with previous experience, or as a second year to one of the College courses.

For particulars apply to the Principal.

BEDFORD KINDERGARTEN CO., LIMITED, AND TRAINING COLLEGE, 15 The Crescent.

Council:

THE BISHOP OF BIRMINGHAM;
C. W. KAYE, Esq., M.A., late Head Master
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Principal: Miss AMY WALMSLEY.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations. Opportunity for Class Teaching is afforded in the Kindergarten, Transition and Preparatory Classes.

House of Residence for Students—Shenstone Lodge, Osborne House, and Magdala House.
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TRAINING CLASSES for MUSIC TEACHERS, held on Wednesdays and Saturdays at the Wigmore Hall Studios, Wigmore Street, W.1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

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Students trained as Teachers in
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LAUNDRY, DRESSMAKING,
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School year began in September.

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Recognized by the Board of Education.

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Apply for particulars as to residence, grants, fees, &c., to THE SECRETARY, 11 Tavistock Square, W.C.1.

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THE CALDER GIRLS' SCHOOL, Seascale, Cumberland.

Mountain and Sea air,
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The aim is to give a sound education to Girls on Public School lines.

One of the five houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field.

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Training for School Matrons and Housekeepers.

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Recognized Courses of Training for Health Visitors, Infant and Child Welfare Workers, Sanitary Inspectors, Teachers of Hygiene, and Meat and Food Inspectors. Preparatory Courses for Nurses.
Courses commence in September, January, and April.

Hostels for Students.

For particulars of Curricula, Fees, Scholarships, Maintenance Grants, and Hostels, apply to the SECRETARY.

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PRACTICAL and Theoretical Training in Gardening: Fruit, Vegetable, and Flower Growing; Glasshouse and Frame Work. Course of two years: Poultry; Dairy work; Bees. Preparation for R.H.S. examinations.—Particularly successful with young students.

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A thoroughly practical training is given to enable students to take up Horticulture as a profession, or to supervise their own gardens for pleasure or profit. Jam making and fruit bottling. Preparation for R.H.S. Charming house and grounds.

ALDERSEY HALL, HANDLEY, CHESHIRE. SCHOOL OF GARDENING, Practical and Theoretical.

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Extensive grounds; Royal Horticultural Society's Exam. Comfortable home life; games. For prospectus apply—Miss CORNELIUS WHEELER, N.D., Hort., F.R.H.S.
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Good Appointments after Training.

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 FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N. 19.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 7d.; Rounders Rules, 4d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., apply to the Hon. SECRETARY.

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LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD
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The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

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An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £120 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

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FOR WOMEN.
 (SWEDISH SYSTEM.)

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For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

THE Course is two years, and includes a large number of subjects, making the training very valuable and enabling each Student to specialize in some particular branch.

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 For prospectus apply—COLLEGE SECRETARY.

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PHYSICAL TRAINING COLLEGE,
 WALLINGTON, SURREY.

Complete training is given on Arvedson's principles in Educational and Remedial Gymnastics and Massage, also Dancing, Fencing, Swimming, Sports, &c.

Students must be well educated, and between the ages of 18 and 30.

Fees per annum, 90 guineas resident, 45 guineas non-resident.

There is also a One Year's Course for Remedial and Massage work. Fee 21 guineas.

Three Scholarships will be awarded annually to the value of One, Two, and Three Years' training. For full Particulars apply to the SECRETARY.

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Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

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THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members. Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Hon. Secretary.

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 FOR
Swedish Remedial Exercises
and Massage.

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For other Physical Training Advertisements see pages 135, 137, 140, and 171.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

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AN Examination for a Minor Open Scholarship in Arts, of £20 per annum, open to men and women, a Wantage Scholarship in Agriculture, of £40 per annum, open to men, and a St. Andrew's Hall Scholarship in Science, of £40 per annum, open to women, will be held at the College on April 16 to 20, 1920. Candidates must be prepared to read for a London degree. Entries must be sent in by March 12, 1920.

An Open Scholarship in Fine Art, of £30 per annum, and the Charlotte Beet Scholarship in Fine Art, of £19 per annum, open to men and women, will be offered for competition in June, 1920. Entries must be sent in by June 16, 1920.

An Examination for one or more Scholarships in Music, each of about £26 per annum, open to men and women, will be held at the College on July 14, 1920. Entries must be sent in by June 30, 1920.

The above mentioned Scholarships are tenable at the College for not more than three years from October, 1920. Further particulars of the Scholarships and prospectuses of the College, may be obtained from the REGISTRAR, University College, Reading.

FRANCIS H. WRIGHT,
Registrar.

PRIFYSCOL CYMRU. UNIVERSITY OF WALES.

THREE FELLOWSHIPS, tenable for two years, are open to Graduates of this University.

Applications must be received before June 1st, 1920, by the REGISTRAR, University Registry, Cathays Park, Cardiff, from whom further information may be obtained.

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Master: REGINALD CARTER, M.A. An Examination will be held at Bedford on March 16th, 1920, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS.

including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE. — An

Examination will be held in June, 1920, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

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THE DRAPERS' COMPANY are about to award FOUR SCHOLARSHIPS of £60 per annum, each tenable for two or three years at some place of advanced education, either in special subjects to be approved by the Company or for the Degree Examination of a University in the United Kingdom. Candidates must be between 17 and 19, and in the case of one Scholarship there will be a preference for a girl who has for not less than three years at some time been in attendance at a School in the County of London.

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Stratton-on-the-Fosse,
Near BATH.

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PUBLIC SCHOOL, Incorporated by Royal Charter. Head Master: F. W. STOCKS, M.A.

Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.

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ANNUAL SCHOLARSHIPS EXAMINATION, JUNE 2ND AND 3RD.

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Admission in September, January, and May.

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LANSING COLLEGE SCHOLARSHIPS.

—Entrance Scholarships will be offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

(a) Six Scholarships (at least), Classical and Modern, varying from £80 to £30 per annum.

(b) Two Choral Exhibitions of £30 per annum, open to all boys who can sing and read music.

Full allowance in all cases will be made for age. Candidates will be examined at Lansing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLBY, Lansing College, Shoreham, Sussex.

MALVERN COLLEGE.

TWELVE OR MORE

ENTRANCE SCHOLARSHIPS,

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NEWNHAM COLLEGE.—TWO

SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

ROYAL HOLLOWAY COLLEGE.

(UNIVERSITY OF LONDON.)

Principal: Miss E. C. HIGGINS, B.A.

THE COLLEGE prepares Women Students for the London Degrees in Science and Arts.

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For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

SEDBERGH SCHOOL

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS will be held during May, 1920, in London and Sedburgh simultaneously. Candidates must be under 14 years of age on January 1st, 1920.

For further information apply to—THE BURSAR, Sedburgh School, Yorkshire.

SHERBORNE SCHOOL

AN Examination for ENTRANCE SCHOLARSHIPS, open to Boys under 14 and over 12 years of age on June 1st, 1920, will be held on June 8th and following days. Further information can be obtained from the HEAD MASTER, School House, Sherborne, Dorset.

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EXPERT TUITION BY CORRESPONDENCE

FOR

MATRICULATION, B.A.,
and other **Examinations;**
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SINGLE SUBJECTS may be taken:—

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Principals who have vacancies
next term are invited to
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Saturdays, 9.30 a.m. to 1 p.m.

The most convenient hours for interviews are from
11.30 a.m. to 1.30 p.m., and from 3.30 p.m. to 4.30 p.m.
Appointments should be made when possible.

Telephone: Museum 3217. Telegrams: "Edu-
catorio Grenville London."

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A Register of Schools, Private Tutors, &c., is kept
at the Offices of the Association, and Parents or
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OCCASIONAL NOTES.

THOUGH we stand for the rights of the teaching profession, we are unable to agree entirely with our contemporary, *The London Teacher*, in its attack upon the London County Council for inviting "social workers, persons experienced in commerce or industry, army instructors, and other persons not holding the usual professional qualifications," to apply for posts as assistant teachers in day continuation schools. For one thing, it is obvious that there are not, and for a long time there will not be, enough trained teachers to go round; and to transfer teachers from the existing schools to those of the new type would only be robbing Peter to pay Paul. But, more than that, the one thing we are sure about with reference to the day continuation schools is that they must be of widely different types, to suit all sorts, from the highly respectable engineering apprentice or junior clerk down to the adolescent denizen of the slums. It is casting no slur upon the orthodox teacher, whether primary or secondary, to say that in a large proportion of the new schools his conventional chalk-and-duster methods—which, indeed, have not been a conspicuous success with some boys between twelve and fourteen—would, in a large proportion of cases, break down utterly with boys between fourteen and eighteen. A fresh orientation, marked by bold experiments, seems to us inevitable, until the new branch of the profession becomes properly organized.

AT the Pelman Institute there now exists a Laboratory of Applied Psychology, the main function of which appears to be the correlation between capacity and voca-

Pelmanism and Vocation.

tion. It has just issued two prospectuses: one, "Choosing a Vocation by Scientific Methods," the other, "Choosing Employés." The claim is that psychology has now become a practical and applied science, and that by laboratory work it can supply definite guidance in choosing a vocation and also in choosing suitable persons to do particular kinds of work. At the laboratory, tests have been invented that differ from the ordinary Binet and other forms by taking account of the circumstances in which intelligence is to be applied. We have no information about the exact nature of the new tests, but they are evidently on the lines of those used in the American Army, and are, therefore, quite likely to prove efficient. Many parents and employers will no doubt be willing to pay the fees for advice in choosing occupations for their children or employés for their establishments. The general value of intelligence tests is now acknowledged, and the time has come for the extension of the system to the needs of business and industrial life. There is need for research in this direction, and by and by the general public will no doubt get the benefit of the investigations at present being carried out in the interests of a business firm. It will not be by any means the first time that a lead in educational development has been given by an institution conducted for private profit.

THERE has been a threat of a strike of teachers in the Rhondda Valley consequent upon the action of the education authorities in dismissing all married women from their posts as teachers in the elementary and higher elementary schools. Where this has been done to enable a man who has been to the war to resume his post, not a word can be said against it; but, where married women are dismissed and their places taken by unmarried women or by new men, the step is surely retrograde. Efficiency should be the test of employment. If a woman, married or not, is more efficient than a male competitor, he should be turned down, and *vice versa*. But to say that no woman shall marry and be a teacher is one of the most absurd regulations of committees formed of men who have little knowledge of teaching or of human nature. A married woman must, from the nature of the case, know more of the management of children than a spinster. If she has to be absent occasionally when she is adding future citizens to the State, ought not every capable teacher to have a grace term at times? And what better mothers can there be than those engaged in teaching the young? How many of our leaders in thought have been the sons and daughters of schoolmasters or clergymen, whereas now, if a woman devotes herself to teaching, she is vowed to celibacy no less than the novice on taking the veil. If a schoolmistress could marry and continue her work, she would be less likely to remain single, although her chances of meeting her future husband are small, considering how full of teaching her days are and her nights of correction and preparation. The London County Council has set a bad example in refusing to employ married women, and given provincial councils an excuse for their unwise action.

IN a recent interesting report of the Military Education Committee of the University of London, which has been sent to the Secretary of State for War, the re-

The Future of the O.T.C.

commendation is made that the present junior division of the Officers' Training Corps at schools should not form part of such corps, but should be given a distinct name and organization. The Committee consider that the name should be reserved for such corps at the Universities, who should form a unit, or units, of the Territorial Force. They think that there is some danger of the O.T.C. being lowered in public esteem by the fact that boys of thirteen and fourteen can be enrolled in some school O.T. Corps. But it would lower the prestige and check the progress of the school corps if the connexion between the O.T.C. of the schools and the Universities were severed, even in name. The objection raised by the London O.T.C. might be met by a general rule, which already obtains in some schools, that no boy shall join a school O.T.C. unless he is fit to bear arms and has reached the age of fifteen. Before that age, most boys at any rate might with great advantage receive the boy scout training, which would render them later more valuable members of an O.T.C. It is unwise to put young boys through too much military drill; the scout work develops their intelligence and activities in a way more suitable to their age. With older boys and young men military training can be made highly interesting and a means of mental as well as physical development. The proposal to make the University O.T.C. a branch of the Territorial Force is well worthy of consideration by the War Office.

THE Board of Education have appointed April 1 next as the day from which Section 18 of the Education Act, 1918, shall take full effect. In consequence,

Medical Inspection in Secondary Schools.

the medical inspection of all children attending secondary schools provided by a local education authority becomes compulsory. The experience derived from the inspection hitherto carried out in secondary schools has shown that many children suffer from defects that have been overlooked even by parents exercising an ordinary degree of care. It has long been a complaint at the universities that many youths coming up from the schools—especially scholarship holders from the county schools—present an inferior physique in part due to defects which could have been largely ameliorated had they been taken in hand in time. Though facilities have been created in most areas for the treatment of children from elementary schools, there have been difficulties in the way of treatment for children from secondary schools whose parents cannot afford the fees of medical practitioners. The hospitals in most areas were overpressed, even before the war, while secondary-school pupils were not eligible to attend at the clinics established by the local authority. Now, however, local authorities have the power to provide for secondary-school pupils in the same manner as for their fellows from the elementary school. This new enactment will prove a boon to many parents whose children had been to some extent penalized in health as a result of educational promotion. The 1918 Act applies the Medical Treatment Act of 1909, so that a charge may be made in other than necessitous cases. Under these conditions, no parent need hesitate on moral grounds to avail himself of the facilities thus offered.

THE important work of Juvenile Organizations Committees is the subject of an interesting pamphlet

Juvenile Organizations Committees.

just issued by the Board of Education, entitled "Notes on Work and Progress of Local Committees." The Central Committee, which was transferred to the Board of Education from the Home Office in October last, has considered certain general questions, the chief of which has been that of future policy under the Education Act of 1918. But, of course, the detailed work falls to the local committees, of which 120 are now in existence. A circular was issued in November last, asking for short reports from these committees, it being felt that the information thus gathered "might prove to be both stimulating and useful to all committees whose problems, though differing in degree, are largely the same in character." The pamphlet to which we have referred contains reports from eighteen provincial and six London committees, and it is hoped during the year to give some review of the work of all the rest. In perusing the reports, one is pleased to find evidence of co-operation between local education authorities and voluntary organizations, and of the united efforts of teachers, clergy, and trade societies to promote the recreative and social interests of young people. In some of the larger towns useful handbooks of boys' and girls' organizations have been published. It is clear that a great deal of useful work, by way of co-ordination and extension, is being done by the local committees.

DISCUSSING the question raised by Section 36 (1) of the Education Act, which provides that it shall not be obligatory on County Councils to charge on particular areas any portion of capital expenditure, the Lancashire Education Committee make some useful observations. On the educational side they are convinced that, in view of the new Act, the change will simplify administration and will ensure that school provision is made where it is most needed. Financially, it is said, many heavily rated areas will receive substantial relief, although, generally speaking, a small increased burden would be laid upon those districts which have not hitherto been subject to special rating. The Committee have therefore recommended the County Council to abolish special area rating for elementary education. From an incomplete return, the position is now as follows:—41 county areas: 14 authorities have decided to abolish special area rating, 14 have decided to continue the system in operation under the Act of 1902, and 13 have the matter still under consideration.

Special Area Rates.**Advisory Committees.**

THE Staffordshire Education Committee have adopted a scheme for the establishment of a Joint Advisory Committee, consisting of their own members and representatives of the teachers in their employment. The two interests are to appoint six members each, and the chairman of the Education Committee is to be chairman of the Advisory Committee. The subjects to be discussed include all questions affecting the relations of the authority and its teachers, and, subject to due notice, a member may have special subjects placed on the agenda as may be referred to the Committee by the authority or by the Staffordshire Association of Teachers. The recommendations of the Advisory Committee will be submitted to the General (Education) Sub-Committee.

WE have been favoured with a copy of a draft scheme prepared for an administrative county in accordance with the suggestions for the arrangement of schemes issued by the Board of Education. The

Schemes.

information collected and presented in this comprehensive document is no doubt of value for the purposes of reference, but its perusal is not inspiring. We may be permitted to express the hope that local authorities generally will not invariably attempt to arrange their schemes in accordance with the elaborately tedious directions of Circular 1096. The Education Act of 1918 imposes upon authorities the duty of co-operating in the establishment of a national system of public education available for all persons capable of profiting by it, and of providing for the progressive development of facilities in the areas for which they are responsible. But, subject to statutory requirements, there is no reason why there should be a dull uniformity of procedure throughout the country. We desire to see each authority state their problems from their own point of view, and evolve solutions appropriate to the circumstances and conditions of the particular areas with which they are concerned.

BY the coming into force of Section 20 of the Education Act, it becomes the duty of local education authorities to ascertain which children in its area are defective or epileptic, and to make suitable provision for their education. Per-

The Education of Cripples.

missive powers existed under the Education Act of 1899, but they were ignored by all but a few of the larger authorities, with the result that many children of bright intelligence, who by reason of their physical disabilities were even more in need of educational help than their normal fellows, were deprived of such aid. Orthopædic surgeons and societies interested in the care of the cripple have long been asking for assistance. It has been pointed out that many children lay in the wards of special hospitals for weeks at a time immobilized yet able to learn, while others during long periods of convalescence wore such supporting apparatus, or were so affected, as to be unable to attend ordinary schools with safety. Provision for the treatment of the tuberculous child has now been assured by law, and there is reason to hope that help will soon be extended to all crippled children, since the present Act affords provision for their much needed education. Co-operation between surgeons and educationists is needed to secure continuity both in treatment and education. Such arrangements as exist under the Manchester and Liverpool authorities, or the plan (adopted in London and Birmingham) of sending teachers into certain hospitals, should be extended to the whole country. Unfortunately under the Act, save in the case of London, there is no compulsion to provide boarding schools either for defective or epileptic children until seven years after the appointed day. When the time comes, educationists must see that no child capable of receiving education is overlooked in hospitals, and surgeons should create such a public opinion that no cripple child who could be relieved by treatment should be allowed to remain untended. The local authorities have the power, and a healthy public opinion will some day enforce their application.

THE Annual General Meeting of the Association of Teachers of Drawing will be held at Clifton Hill School, New Cross, S.E.14, on Wednesday, March 24, at 6.30 p.m. It is proposed to hold an exhibition of children's and students' work on the same evening.

THE REV. DR. EDMOND WARRE.

IT has long been an article of faith among those who knew Dr. Warre best that he could not have failed to make a great name for himself in any position which he had chosen to adopt. At the Bar, or in the Army, in which he had so close an interest, he must, it appeared to them, have played as prominent a part as fell to him in fact in the life of the public schools of England. This is no doubt to say that his success was that of a strong personality rather than that of an educational expert. His best work was done before educational theory in England had become a matter of public discussion and general interest, and, if he lived to see some of his reforms grow out of date and to be regarded as a conservative force, it must not be forgotten that this was one of the penalties of his long life, and that in his prime he was pre-eminently a great and strong reformer.

It is impossible to exaggerate Dr. Warre's influence on the ordinary routine of school life at Eton: when he first became Head Master he reorganized it from top to bottom, and constructed a very intricate and ingenious time table, a tremendous task in those days, and one which he accomplished almost unaided. He did much to make idleness less possible, and the system of examinations which he introduced then did much to raise the standard of work among the less intelligent boys in the school. It is probable that he did less for the cleverer boys, who had in many cases profited greatly by the larger liberty of early days. But no systems can suit all degrees of intelligence, and he was the last to undervalue a wide liberty for boys, both in school and out of it. As a teacher he was perhaps too didactic for his abler pupils, and insisted on an elaborate system of note-taking which sometimes went against the grain. He was liable to indulge in somewhat lengthy dissertations, and his method of approaching the Classics was in some respects old-fashioned, but no boy who was in his Division failed to admire and respect him, and that is in itself no mean tribute. His wealth of classical quotation, his width of interest, as real in agriculture and sport as in military history or philology, was in itself a revelation of thoroughness by which none could fail to profit. His visits to other Divisions were always an event recalled by small boys with alarm, no doubt, but also with interest and appreciation for the kindness which never failed to make itself felt. There was about him a certain grand simplicity which impressed boys even while they criticized.

But it was as an organizer rather than as a teacher that he left his mark on school life. Nothing that boys did was alien to him, and his interest in the development of their games, the creation of a Volunteer Corps, the provision of playgrounds, the establishment of the School Mission, the erecting of the buildings necessary for the school life, were facts which none who knew Eton can ever forget. Everything that he did or planned was on a large scale, bearing the mark of his own largeness both of mind and body. He was not always fortunate in his choice of architects, but he liked the solid and the real in buildings as much as in men, and when, as at the Eton Mission, he met with a fine architectural idea, he supported it with all the force of his enthusiasm. From a strictly educational point of view, he showed an equal width of mind, and was one of the first to found a Mechanical School and to advocate the teaching of a wide range of subjects by lecture. Even in sides of the school work, such as science or mathematics, with which he was not directly concerned, he took a personal interest and showed a practical knowledge.

His religion, as simple and real as himself, had a great influence on all who knew him, for though he never had, in the pulpit or elsewhere, the gift of self-expression, he was one of those whose life, being all of one piece, is more eloquent than many words, and especially in the early days of his assistant mastership he did much to make religion a living force among boys. As one of his colleagues has said, "he came to Eton like a breeze from the sea," and there was no master or boy who did not feel the effect of a character so strong, so generous, so honest, and so kind.

PERSONAL PARAGRAPHS.

THE announcement of the appointment of Dr. T. F. Sibly, Professor of Geology at Armstrong College, Newcastle-on-Tyne, as the first principal of the new University College of Swansea, has been well received throughout the Principality. Dr. Sibly is an old student of University College, Bristol, and graduated B.Sc. (London) in 1903, with first class honours in physics at the age of twenty. After four years research work in Geology at Bristol and Birmingham, he gained the D.Sc. (London) and the Lyell award of the Geological Society. His first University appointment was at King's College, London, which he held for five years. From 1913 to 1918 he occupied the chair of geology at the University College of South Wales and Monmouthshire, and for three of these years he held office as dean of the faculty of science. It was during his tenure of office that the Royal Commission conducted its inquiry into the state of university education in Wales, and Dr. Sibly's display of university statesmanship throughout the inquiry impressed all who followed the proceedings. To him was due the chief credit for the preparation of the scheme submitted to the Commission providing for the co-ordination of technological education of a university standard throughout South Wales, and it is but fitting that he should now be occupying a position in which he can influence considerably the operation of that scheme.

AN appointment of particular interest, in view of the rapidly growing importance of post school education on which so much attention was recently focused by the Government Adult Education Report, is that of Mr. T. E. Harvey, formerly warden of Toynbee Hall and M.P. for West Leeds, to the wardenship of the Swarthmore Settlement, Leeds. Mr. Harvey is to take up office in September next, and, as he will be away from time to time in connexion with the international work of Friends, Mr. C. S. Hodgson, of Bootham School, York, has been appointed as resident or sub-warden.

THE REV. F. E. HUTCHINSON, Trinity College, has accepted the Secretaryship of the Oxford University Extension Delegacy, in succession to Mr. J. A. R. Marriott, M.P. for Oxford City. Mr. Hutchinson graduated from Trinity College in 1894, and, after filling various posts at Radley College and Cooper's Hill, became chaplain of King's College, Cambridge, and lecturer in history at Magdalene College. Since 1892 he has been Vicar of Leyland, Lancashire, where, in addition to his parochial duties, he has done much educational work for the University Extension Movement and for the Workers' Educational Association. Mr. Marriott is resigning all his university and college offices in order to devote himself exclusively to political life. He was elected as Secretary to the Delegacy in succession to Mr. (now Sir) Michael Sadler in 1895, and has therefore held office for a quarter of a century.

LT.-COL. A. E. SCOTHERN, C.M.G., D.S.O., the new Head Master of the Redditch Secondary School, has had a distinguished Army career. He joined the Army as a second lieutenant in 1914, and by 1917 rose to be lieutenant-colonel. He commanded the 6th Batt. Border Regiment from July, 1917, to February, 1918, and the 9th Batt. Sherwood Foresters from March, 1918, to June, 1919; and he was six times mentioned in despatches. Lt.-Col. Scothern was born in Nottingham and educated as a boy at a Nottingham secondary school. He graduated at Oxford with high honours and also excelled in sports. He took his Soccer blue and college colours at cricket, and played four times for England in amateur international matches.

MR. S. P. B. MAIS, who has recently been appointed Professor of English to the Royal Air Force Cadet College which is being established at Cranwell (Lincs.), is an old Denstonian and a former student of Christchurch, Oxford. He has had

teaching experience at Rossall, Sherborne, and Tonbridge. A prolific writer in the press, he is well known as the author of "A Schoolmaster's Diary" and other publications. At Oxford he obtained honours in mathematics and English literature and won two blues in sports. He was a member of the Lord Hugh Cecil Committee on the preliminary education of candidates for R.A.F. commissions.

THE KING, on the recommendation of the Lord President of the Council, has been pleased to appoint Mr. C. Grant Robertson, C.V.O., to be principal of the University of Birmingham, in succession to Sir Oliver Lodge, resigned. Mr. Robertson has been a Fellow of All Souls College, Oxford, since 1893, and tutor in modern history at Magdalen since 1905. He went from Highgate School to Hertford College as a scholar, and took first class in classics and in modern history, and won the Stanhope Prize Essay. For four years he was tutor in history to Exeter College, and, from 1901 to 1904, examiner in the Honour School of Modern History.

PROF. T. LOVEDAY, who occupies the Chair of Philosophy at Armstrong College, Newcastle-on-Tyne, has been appointed Principal of Southampton University College, in succession to Dr. Alex. Hill. Prof. Loveday was educated at Fettes, Magdalen, and Leipzig, and he has previously been Professor of Philosophy in Cape Town and in the University of Sheffield. During the war he undertook investigations for the Health of Munition Workers' Committee.

MR. JOHN BAYLEY, principal of Wellington College, Salop, since 1879, who unsuccessfully contested the by-election in the Wrekin division of Shropshire as Coalition Liberal candidate, has had considerable experience as a head master in private schools. He is well known in the area as a County Councillor and as a member of the Education Committee.

MR. A. W. CLAYDEN, for twenty-six years principal of University College, Exeter, has resigned at the age of sixty-four years, on the ground that the projected reorganization of the college requires the energy of a younger man who ought to have the opportunity of taking part in the preparation of the scheme which he will have to work. Mr. Clayden has rendered great service in guiding the development of the college from its infancy as a local school of science and art to its maturity as a university college for the South-Western area.

MISS C. L. LAURIE, who recently retired from office as president of the Assistant Mistresses' Association, is taking a much needed rest in the West Indies. She has been president of the Association for the last two and a-half years and previously in 1903 and 1904. Her intimate knowledge of the history and work of the Association, and her wide experience of, and interest in, the educational problems of the time, combined with her energy and enthusiasm, have enabled her to render much valuable service during the last few years.

MR. JAMES WHALEY, Director of Education, Morley, has been appointed to the Directorship of Education at Dudley, in succession to Mr. J. M. Wynne, resigned. Mr. Whaley has held educational appointments in the West Riding area for the last fourteen years, and previously had experience as a master in secondary, elementary, and evening schools.

MR. J. G. THRING, assistant master at Uppingham School for twenty-nine years, whose death in his sixty-sixth year was recently announced, was the eldest son of Edward Thring, the re-founder of Uppingham. As a pupil, he watched the evolution of the school, based on his father's ideals of education and the "true life." After graduating at Trinity College, Cambridge, and serving as an assistant master at Bromsgrove for a few years, he returned to Uppingham, finally obtaining the mastership of one of the smaller houses. He

retained his mastership during the tenure of the Rev. Carus Selwyn, who succeeded his father, and resigned during the headship of Dr. Mackenzie, who followed Selwyn, after twenty-nine years' work.

* * *

THE death of the Rev. Watson Failes, formerly Senior Mathematical Master at Westminster School, will be deeply regretted by all Old Westminsters. Mr. Failes was for many years a house master, and was also senior master during the tenure of the late Dr. Rutherford as head master. He retired some years ago to a vicarage in the country, after a service of over thirty years at the school. ONLOOKER.

TOPICS AND EVENTS.

VICTORIA LEAGUE.—H.R.H. The Prince of Wales has consented to become a Vice-Patron of the League, of which Their Majesties the King and Queen are the Patrons. The headquarters of the League are now installed at 22 Eccleston Square, where there is a reading and writing room for the use of members.

THE REGIONAL ASSOCIATION.—The Association is arranging a conference on regional survey during the Easter vacation from April 6 to 13, at the Outlook Tower, Edinburgh. Residence is being arranged in University Hall and Moray House, so that the advantages of communal life may be enjoyed. Applications should be addressed to the honorary secretary, Mrs. Fraser Davies, 65 Belgrave Road, S.W.1. The aim of the association is to promote the study of regions and their communities and the civic and educational application of the result of such study.

THE ROYAL ACADEMY OF MUSIC AND THE ROYAL COLLEGE OF MUSIC.—The Gold Medal, offered by the Associated Board of the Royal Academy of Music and the Royal College of Music to the candidate obtaining the highest honours marks in the Advanced Grade of the Local Centre Examinations, held in November-December last, which is open for competition to all candidates in the British Isles, has been won by Miss Florence E. Jeuchner, Brighton Centre—Pianoforte.

CHILD WELFARE.—A special course in Child Welfare is being arranged at the Battersea Polytechnic College of Hygiene from April 20 to July 16. It is especially designed for teachers holding the N.F.U. Higher Certificate who have had charge of a kindergarten or preparatory school. The object is to enable such teachers to qualify on the health side of child welfare, so as to enable them to apply for headships of nursery schools. Names of candidates should be sent by March 8 to Miss Kathleen B. Coope, 89 Elgin Avenue, Maida Vale, W.9.

TEACHERS' CHRISTIAN UNION.—Those who attended the interesting Conference on Ideals and Problems of Religious Education organized by the Teachers' Christian Union at Swanwick last Easter, or have read the papers and discussions collected in its report, will be interested to learn that it is proposed to follow this up with a number of smaller study conferences, to be held this year during Easter week at Caerleon, and during the last half of August at Bangor and Oxford. The programme is designed to give practical help with the difficulties of religious instruction in schools. Particulars may be obtained from the Secretary, Teachers' Christian Union, 16 Russell Square, W.C.1.

GUILD OF EDUCATION AS NATIONAL SERVICE.—On the first four Tuesdays of March, at 5.15 p.m., the Guild will continue its course of public lectures at 11 Tavistock Square, W.C.1. On March 9, Mr. F. J. Adkins will lecture on "The New Leisure"; on March 16, Miss G. Eaton, Educational Supervisor for Messrs. Harrods, Ltd., will give an address on "The Work of Our Continuation School"; and, on March 23, Miss H. M. Madeley, late Warden of the Birmingham Women's Settlement, will lecture on "The Impulse to Civic Service." The admission is free, but there

will be a collection to defray expenses. The object of the Guild is to promote education as national service, and encourage reforms in education for life and citizenship, recognizing that education is the basis of all social progress.

THE BRITISH SCIENCE GUILD.—The January issue of the *Journal of the Guild* includes an address on "Science in Industry," delivered by Sir Richard Gregory at the British Scientific Products Exhibition, a report on "The Need for Rewarding Medical Discovery," and particulars of the administrative activities of the Guild in connexion with the Registration of Schools, the Forestry Act and Forestry Commission, the appointment of Scientific Attachés to British Embassies and Legations, University and Higher Technical Education, and revised Specifications for various types of Standard Microscopes. Copies of the *Journal* can be obtained from the Secretary of the Guild, 6 John Street, Adelphi, W.C.2. The price is 7½d., post free.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—The annual examinations for a Faraday Scholarship of fifty guineas per annum tenable for two years in college, and one year in manufacturing works, and for a Maxwell Scholarship of fifty guineas per annum tenable for one year in college and one year in works, will be held at Faraday House on April 13 to 15. Exhibitions may also be awarded to candidates who acquire themselves creditably in the above examinations. Particulars can be obtained from the secretary, Faraday House, Southampton Row, London, W.C.1.

PHILIPS' ART PICTURES FOR SCHOOLS.—We have had the opportunity of examining some of the new pictures which Messrs. George Philip & Son, Ltd., have prepared for the decoration of school classrooms. The pictures are arranged in four series: six friezes in colour, showing the evolution of the ship; two series, each of eight cartoons in colour, depicting respectively the children of other countries and the children of history; and a series of some sixty notable pictures in colour. We advise teachers who are undertaking the decoration of their schools to examine these series, which are moderate in price, effective in design, and striking in their colour schemes. The series of notable pictures, which includes many well established favourites, should receive an immediate favourable reception.

FOREIGN AND DOMINION NOTES.

FRANCE.

Even before the war the French authorities had approved the introduction into normal schools of those experimental inquiries which were being prosecuted so vigorously in the United States. After the war M. Th. Simon, President of the Alfred Binet Society, was authorized by the Minister of Public Instruction to induct third-year pupils of the Normal Schools in the Department of the Seine into experimental methods of psychology and pedagogy. As a field of inquiry, the practising schools attached to the normal schools were used. M. Simon now publishes, in the *Revue Pédagogique* (LXXV, 12), an account of the methods employed and the results obtained. Tests, scales, measurements—every investigation was of the customary American type. "It was one of the desires of Alfred Binet," says M. Simon, "that the school, like industry, should have its laboratories. The idea is new and still encounters much scepticism. Perhaps, indeed, we have hitherto gained few results of immediate practical value; but, the true merit of our science being in the methods to which it accustoms its students, it would be beneficial to familiarize the pupils of normal schools with the methods of experimental psychology and pedagogy." It is a sober judgment; because these methods have yielded little so far, we cannot for that afford to ignore them while America, France, and Switzerland pursue them hopefully. But the place for them is in experimental or practising schools.

To test capacity, to study aptitude—these are tasks of pedagogy peculiarly important at the present time. In France, as in England, the journals report an increased resorting to secondary schools—"un

The Tests
again.

Why they are
needed.

mouvement de hausse dans la population des lycées et des collèges." Is it well to increase the number of briefless barristers, doctors without patients, and idle men content to live on what their fathers gathered, by letting the children of the New Rich crowd the secondary schools?—(M. André Balz in *Revue Universitaire*, XXIX, 1). The higher intelligences should be welcomed, the lower excluded. And for these, continuation schools! Seeking by means of a competition to discover the seven reforms most urgent in France, a journal found continuation, or the education of the adolescent, to be estimated as third in urgency (*L'Ecole et la Vie*, III, 17). As first was ranked the enforcement of the obligation to attend school, as second the equalizing of all children in respect of the right to education. French schoolmen say what English schoolmen say. Yet Whitehall will neither give us the continuation schools nor let us equalize educational opportunities.

We told at the time how the French Chamber had granted to all public *fonctionnaires* (civil servants, including State teachers) the *droit syndical*, the right of forming or joining trade unions. At the close of 1919 the Senate struck out the relevant clause from the enabling Bill. A new and liberal Statute for Civil Servants was promised (*L'Ecole et la Vie*, III, 17, 267). In the United States some of the State Associations have declared for an American Federation of Teachers, but against an affiliation of it to the American Federation of Labour. The independence and dignity of the teacher should be no less precious to him than his material interests, and he should shun alliance with disruptive powers.

GERMANY.

The German papers speak daily of the *Reichsverfassung*, *Reichsschulkonferenz*, *Reichsschulgesetz*, and so forth. It need hardly be said here that *Reich* does not mean "empire," in the restricted sense of a State governed by an emperor. The primitive meaning of the Gothic *reiki* was, as it seems, "rule," "power," and any domain in which rule or power is exercised is a *Reich*. Thus, according to Luther, the Devil showed Jesus *alle Reiche der ganzen Welt* (Luke iv, 5), where the Greek has βασιλείας, and we say "kingdoms." The exact meaning of *Reich* in German constitutional law appears from the "Verfassung des Deutschen Reichs" of 1871, in which it is stated that the contracting princes (named) *schliessen einen ewigen Bund* (form an everlasting league); *dieser Bund wird den Namen Deutsches Reich führen* (this league will bear the name German Reich). Although the contracting princes are gone, the *Reich*, or association of States, remains. How is *Reich* to be translated? We think by *empire* in French and by "empire" in English. Says Littré: "Empire se dit très-bien pour une vaste domination sans empereur; e.g. l'empire romain avant Auguste." And not only is the same wide meaning of "empire" common in English, but historians use "empire" to signify specifically "a confederation of States," as when Athens joined to herself Argos, Megara, and Thessaly. We may be allowed, then, to write of the "German Empire" without incurring the suspicion that we wish to restore the Exile of Amerongen. Nor were it proper for democratic nations to withhold from the new German State the old title of honour simply because the league is now one of peoples, not of princes.

Howsoever styled, Germany at the present hour is a grievous object of contemplation. Instead of the exultation that prevailed during the early stages of the war (*der frohe Krieg!*), despair is now general. A book entitled "Der Untergang des Abendlandes," which argues that the family of the nations hitherto the bearers of European culture has exhausted its strength and that Germany, in particular, is growing rigid unto death, has been widely read in recent months. Again, as it was foretold, the "Hymn of Hate" has bred hate among the haters; there is hatred in Germany of all the victorious enemies, class hatred, hatred of political opponents, hatred of every sort quite immeasurable. Let us turn, however, from the general to the particular. In the domain of education there is to be a *Reichsschulausschuss*, or Imperial School Committee, to prepare the ground for a *Reichsschulkonferenz*, or Imperial School Conference, and the collective wisdom of German schoolmen is to be incorporated in a *Reichsschulgesetz*, or Imperial School Law. But reconstruction implies the spending of money, and Germany has none to spend. The teachers of the secondary schools look forward to certain hardships or possible ruin. Inside the schools the effect of the war and of the new movements has been to reduce the population of the Greek-teaching Gymnasium. We have now trustworthy figures for Prussia:—

	Feb. 1, 1914.	Feb. 1, 1918.
Pupils in Gymnasien	101,745	93,867
„ Real-Gymnasien..	55,094	61,337
„ Ober-Realschulen	44,591	48,487
„ Realschulen,	31,926	34,026

In the Prussian secondary schools generally, up to the beginning of 1918, a depletion of the higher forms was accompanied by a remarkable increase of numbers in the lower.

UNITED STATES.

With its December number (X, 9), *The Historical Outlook* (Philadelphia) completed its tenth volume, and took occasion to review the progress of history teaching in the last decade of years. During that time committee after committee has studied old and proposed new curricula. Organizations of history teachers have been multiplied, so that now one exists in almost every State. There has been an increase of specialization in history among elementary teachers. Methods of training for the teachers and of instruction for the pupils have been improved. Besides the records of events, the principles of government and the duties of citizenship have been taught in many classrooms. A goodly list of American historical publications in the decade is presented. Goodly, too, is the catalogue of source-books on Greek, Roman, and American history that have been issued; yet for the profitable study of such books a methodical training is required. It has been said—was it not by Felix Dahn?—that nothing is so misleading as the sources until they have been examined critically. Contemporary opinion as made by the newspapers will not always coincide with later scientific judgments formed after a sifting of all the material. The history of the late war has yet to be written.

"Non è in corpo storto animo dritto"—straight mind is not found in crooked body; and America is showing as little tolerance for crookedness as for alcohol. We reported in January that a National Physical Education Service had been established to promote the health and bodily efficiency of American children. Its headquarters are in the Homer Building, Washington, D.C., and its work, blessed by the Commissioner of Education, is not only to foster physical activity and health-making habits, but also to discover incipient physical defects. Thirteen States have more or less effective laws requiring physical education in all schools—namely, California, Delaware, Illinois, Maine, Maryland, Michigan, Nevada, New Jersey, New York, Oregon, Rhode Island, Utah, and Washington. Two Bills now before Congress propose that a sum of twenty million dollars should be distributed among the States for the purposes of physical education, each State being required to contribute an amount equal to the Federal grant. This American movement may mean much for race development.

INDIA.

The Punjab Primary Education Act, which provides for the introduction of compulsory education (for boys from six to eleven) by local option, yields one more illustration of the worthlessness of permissive legislation. The Municipality of Multan is the only body that is taking practical steps to make use of the Act. Otherwise the news from the Punjab, as contained in the Report for 1918-19, is satisfactory. If the year under review was not marked by any large increase in the number of schools and scholars, it saw important changes introduced. A scheme for the extension of vernacular education was brought into effect. Measures were taken to foster the teaching of agriculture in middle and high schools, and a system of manual training centres for high schools was established. Four new normal schools for women were opened. The Punjab University passed regulations for the establishment of Honours Schools, and instituted a Diploma in Commerce. As to teachers, head masters proved able to maintain discipline in the recently disturbed areas. Secondary schools were well staffed, the proportion of pupils to teachers being only 18 to 1. Many districts improved the pay of primary teachers.

Pamphlet No. 6 of the series issued by the Bureau of Education relates to Indian State Scholarships. There are thirty Technical Scholarships, two for the study of Oriental languages, two reserved for women, and four others. What are these among so many? The Oriental Languages Scholarships, tenable either in a European or an American university, are held ordinarily for two years—too short a time for deep studies.

(Continued on page 150.)

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CEYLON.

The Ceylon Education Report, just received, covers the year to December 31, 1918. It shows an increase of 14,500 in the number of pupils attending school, which is two and a-half times the increase for the preceding year. Attendance improved owing to the facts that absences were promptly reported and deterrent fines imposed; and, indeed, the statistics generally indicate orderly progress. Ceylon has gained some reputation as the source of quaint English. The report tells us how one student wrote: "It is better, as the saying is, to be a master of one job than to be a jackal of all"; whilst another related that David Livingstone "gave his life to propagating negroes in Africa." The appeal of the writer who began "With due defiance and submission I beg to lay the following before; I hope you will take a pathetic view of my case" would hardly move an official heart. An interesting section of the Report deals with Oriental studies. The "Committee on Oriental Studies" was converted into "The Society for the Promotion and Encouragement of Oriental Studies," and the limitation on the number of members, which had been restricted to fifty Buddhist priests and fifty laymen, was removed. General meetings of the Society are to be held more frequently. It is hoped to start special classes in English for Buddhist priests, so that with the knowledge got they may be enabled to keep in touch with Western scholars and to translate for their benefit the many valuable manuscripts kept in the monasteries of the island.

THE SUDAN.

The Seventeenth Annual Report (dated May 22, 1919) of the Gordon Memorial College at Khartum shows the institution as continuing its career of prosperous activity. Elementary vernacular education has been encouraged. Education in general is governed by local requirements. The conditions of life in the Sudan are very simple; the majority of people live in grass huts or tents and are engaged in pastoral or agricultural pursuits; the existing demand for artisans trained on European lines is therefore very small. Accordingly, two small technical colleges have been closed. Students who have passed beyond the primary stage are required; all branches of the civil administration ask for candidates who have had a secondary education, and the army authorities likewise wish to recruit the military school from such candidates. Hence it is proposed to admit more boys into the Upper School of Gordon College. Kinemas, dramatic performances, boyscouts—the Sudan is getting them under the auspices of the College. Its work in promoting research is maintained, and its laboratories have continued to be in touch with British, Allied, and Neutral institutions throughout the world. A comprehensive report of the investigations made by the Research Department should be published without further delay.

SOUTH AUSTRALIA.

The *Education Gazette* (No. 401) supplies some interesting details as to the classification of teachers in South Australia. Under new regulations the classification of a teacher will depend partly on his attainments, partly on his practical skill. His attainments will be tested by oral or written examinations. The practical skill of a teacher will be represented by marks, and the estimate will be based upon the inspector's observation of:—(a) The teacher's endeavour to carry out the suggestions given in the rules of inspection, the course of instruction, and the regulations; (b) his interest in his work, and his zeal in its performance; (c) his influence in the formation of character and the development of intelligence; (d) his ability to manage a school or a class; (e) the effectiveness of his teaching, as shown by the results at inspection, and by his success in preparing candidates for departmental examinations; and (f) the tact shown in dealing with children and parents. After considering the inspector's report and other evidence, the superintendent may assign a mark, from 1 to 80. The scheme is, so far as we know, novel, and worthy of attention.

QUEENSLAND.

Queensland continues to encourage notably vocational education, expending on technical schools in 1918 nearly £60,000. There is a probability of marked expansion in the technical colleges, of which fifteen are now established in the State. Thirty-one branch classes give vocational instruction in such subjects as woodworking, dress-making, cookery, book-keeping, shorthand, and typewriting. Of education in general good progress is reported.

PRIMARY SCHOOL NOTES.

The Appointed Day.

THE continued delay in announcing the appointed day for the raising of the school age to fourteen years is causing grave concern among those who have at heart the welfare of the industrial areas. Considerable injury has already been wrought among children who have been hurried into the factories as half-timers, and it is regarded as lamentable that the half-time system should have received a new lease of life at a period when the textile industries have experienced unprecedented prosperity. Under existing conditions much of the painstaking work of school doctors and nurses is being nullified by the destructive action of the half-time system, and it is one of the anomalies of the situation that, while educational authorities everywhere are complaining about the difficulty of providing school accommodation, thousands of school places are vacant daily in districts where the half-time system is rampant. While local authorities are penalized, financially, by the withdrawal of the special grant formerly paid by the Board on account of half-time attendances, the task of the teachers who have to attempt the education of children who can make only 50 per cent. of the attendances is hopeless and heartbreaking.

* * * * *

Consultation with Teachers.

DURING recent years there has been distinct evidence of the desire of the Board of Education to meet representative teachers in consultation, and it is significant that there has been an accompanying improvement in the relations between the Board and the official leaders of the profession. At the same time, while there has been a deepening of cordiality in the association between the rank and file of the inspectorate and teachers, it is possible that a fuller measure of co-operation might be secured if the merely inspectorial function were completely subordinated to the consultative. That there are still inspectors who regard criticism as a prime function is a matter of common knowledge to teachers, and it is equally unfortunate that the existence of such officials should be regarded in the schools as one of the necessary evils of life. A greater use of the consultative function between local teachers and inspectors is a prime necessity if the proposals of the Education Act are to emerge successfully into practice. The existing policy of the Board of Education appears to include a generous degree of consultation with local education committees, but, on the whole, it does not appear to take much thought of the practical expert. And, after all, no scheme of school reform has any prospect of success unless the faith and enthusiasm of the teachers are behind it.

* * * * *

The National Minimum Scale.

THE fairly general action of the rural education authorities in adopting the provisional national minimum scale for teachers will probably induce country teachers to remain in their schools, and, by staying the movement of teachers downward, there is some prospect of building up teaching staffs to a point which will enable the continuation schools to be staffed adequately in due course. On the other hand, there is considerable diversity of action on the part of education committees in the large towns, some few of which are threatening to adopt the Burnham scales as they stand. The result is that teachers are migrating to districts where more enlightened views prevail, and, while there is as yet no sign of any revival of recruiting to the teaching profession, there are thousands of vacancies for teachers throughout the country. So far as the towns are concerned, there is general agreement among teachers that a maximum salary of £450 per annum for certificated men teachers will have to be paid to retain men in the service and to induce others to enter it. The early issue by the Burnham Committee of complementary scales of salaries for industrial and urban districts would do much to help local education committees to realize their responsibilities in this respect.

* * * * *

The Supply of Teachers.

THE latest returns of the Board of Education show that the decline in the number of teachers continues. Whereas, in 1917, there were 166,476 teachers working in the schools, there was a decrease of 664 during 1918, and a further decrease of 1,988 in 1919, when the total was 163,824. While there are comparatively small decreases in the number of men teachers, due doubtless to the demobilization of many teacher soldiers, it is significant that there was a decrease of 2,280 in the number of uncertificated

(Continued on page 152.)

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women teachers during the period 1917-19. While this was counterbalanced to the extent of 1,323 by an increase in the number of certificated women teachers, it is clear that the profession is not making a strong appeal to women. It is worthy of note that in this connexion the proposals of the Burnham Committee have been unanimously rejected by the organized bodies of uncertificated teachers.

* * * * *

The Easter Conference.

THE Easter Conference of the National Union of Teachers at Margate will be noteworthy because it marks the Jubilee of the Union, and because of its record membership of 111,877. No fewer than 10,000 new members have been enrolled during the past year. The agenda is conspicuous for the prominence given to questions of purely educational interest, including:—the National System of Education, the Education Act, the Training of Teachers, and Whitley Committees. The question of the staffing of Day Continuation Schools will also be discussed.

* * * * *

National Union of Teachers.

THE Thank-offering Fund of the Union in aid of old teachers who are not enjoying the advantage of the Superannuation Act now exceeds £50,000. The report of the Examinations Board shows a great expansion of this side of the Union activities: in 1918 the total number of examinations held was 9,545; last year the number was 10,138. At its last meeting the Executive voted a grant of £250 from the Reserve Fund for the relief of Austrian children, and it was decided to circularize Local Associations upon the subject of co-operating in district movements which have the same object in view. A very grateful acknowledgment was received from the Austrian Teachers' Union for the assistance recently granted by the N.U.T. It was resolved to invite applications from members of the Union staff for the position of Assistant Secretary at a commencing salary of £600 rising by annual increments of £25 to £800.

* * * * *

Upper Standard Courses and Central Schools.

REPORTS from several areas indicate considerable confusion as to methods of dealing with the problem of educating children between the ages of twelve and fourteen years. New buildings are already being planned upon the central school basis for pupils up to the age of fifteen years, and presumably such schemes have the approval of the Board of Education. In other districts, schemes are being more or less hurriedly drawn up by means of which existing schools are being ear-marked as central schools in the belief that the senior pupils from adjacent schools will be sent as a matter of course to the centres. It is possible that there is not a full realization of the great stride forward which the raising of the school age will constitute in many parts of the country; but there is no doubt that in these particular areas, which are considerable in extent, there will be little inclination on the part of parents to allow their children to remain at school until the age of fifteen, especially as the subjects taught there promise to consist largely of the primary type. If parents could secure a sound system of secondary education for their children, many would welcome it. The hasty improvisation of central schools threatens to disturb the continuity of primary education; the erection of new buildings for use as central schools cannot fail to affect adversely the provision of secondary as well as continuation schools, and the central schools will undoubtedly have the effect of draining the primary schools of their best teachers. In the circumstances there is much to be advanced in favour of making primary schools wholly self-contained until the new school age has been established throughout the country. It would be a comparatively simple and inexpensive matter to add advanced courses for the older pupils, and in cases of limited accommodation to draft the lowest classes to the infant departments. Such a course would be educationally sound, and it would also preserve intact the spirit of *esprit de corps* which is not the least valuable of primary school influences.

MISS A. T. STEELE, Head Mistress of Grey Coat Day School for Girls, Grey Coat Hospital, Westminster, London, S.W.1, would be grateful if any reader who has helped in the production of Tennyson's "Foresters" could give her any information as to where the music for the songs could be obtained.

CORRESPONDENCE.

MIXED SECONDARY SCHOOLS.

To the Editors of the Journal of Education and School World.

SIRS,—The columns of the London and Provincial press contained many reports of a discussion on Mixed Secondary Schools, which took place last month at the annual meeting of the Incorporated Association of Head Masters. In the course of that discussion references were made to a memorandum on schools of this type, issued in the form of a leaflet by our Association, and to what, in the opinion of the speakers, were the object the memorandum had in view and the motives which prompted its issue. Our Executive Committee hopes that you will allow us space in your paper for a statement of the actual facts.

The leaflet in question was drawn up in the year 1914 by a joint committee of head and assistant mistresses, and was issued with the cordial support of the Education Section of the National Union of Women Workers. It has never since been reprinted or reissued, so that what has been termed an "attack" on mixed secondary schools is an affair of six years ago. The memorandum expressly states that it does not refer to any co-educational schools founded to carry out certain definite educational theories, but exclusively to mixed secondary schools under the headship of a man established by local education authorities, and owing their origin to motives of economy. To represent it as in any sense an attack on the co-education of the sexes is therefore clearly inaccurate. As a matter of fact, opinion in our Association as to the desirability of co-education has always been divided, and it would have been impossible for us to have made any general pronouncement for or against this type of education.

Our objections to certain mixed secondary schools, as they existed in 1914, were based partly upon the danger of over-pressure on girls working in the same forms as boys at the age of adolescence, and partly upon the unsuitability to girls of forms of discipline customary in the case of boys. But what were understood at the time to be the more contentious parts of our memorandum were the references to the position of the mistresses and, in particular, to that of the senior assistant mistress. We felt it to be vital that girls from fourteen to eighteen should have the guidance of wise and sympathetic women, and we knew that upper classes in mixed schools were taught almost entirely by masters, while the senior mistress often lacked opportunities of dealing with girls apart from boys, was not easily accessible to parents, and had no private room for interviews with either girls or parents.

These and several other points were discussed in the year 1916, and in the most friendly spirit, at an informal conference between three representatives of the Head Masters' Association and three of the Association of Head Mistresses. Since then the preoccupations of the war and pressure of other educational business have prevented further progress in the matter. We were quite unaware that the views put forward in 1914 were regarded by any section of the Head Masters as a "declaration of war upon mixed schools following upon the Armistice of 1918."

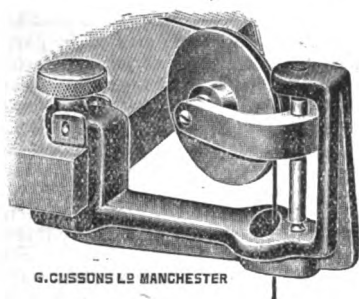
A closer examination of the circumstances might possibly have prevented the speakers in the discussion to which reference has been made from attributing to us motives of self-interest, and from declaring that our memorandum formed part of the feminist propaganda of the time. The memorandum, it is true, went so far as to say that to have a man at the head of a school which girls attended entailed loss to the girls. But, if it were usual to appoint women to the headships of mixed secondary schools, head masters might, we imagine, be found raising an analogous objection on behalf of boys. Our Association, like that of the Head Masters, contains members of widely differing views on political, social, and even educational questions; but on one point at least we are unanimous—our right to hold and our duty to put forward when

(Continued on page 154.)

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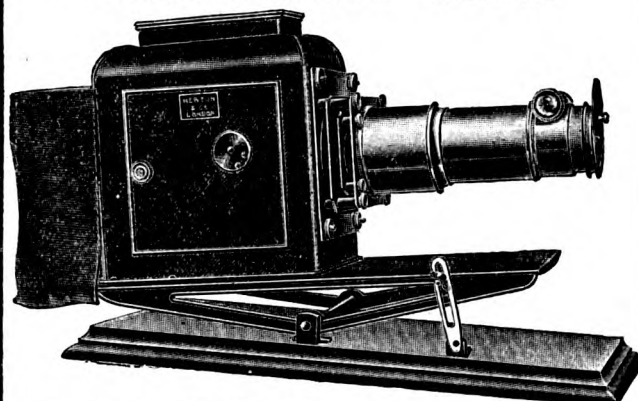
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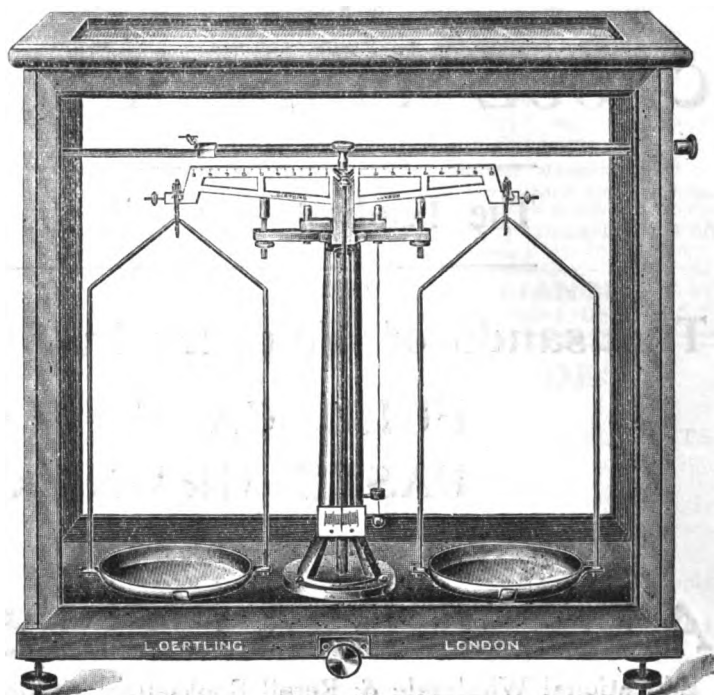
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We prefer to restrict our comment on the discussion to a statement of fact, and to refrain from imputing anything save regrettable misapprehension to the speakers who, in spite of allusions to cricket, scarcely satisfied our conception of fair play.—Yours faithfully,

EDITH H. MAJOR, President,

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92 Victoria Street, S.W.1. (Incorporated 1896).

February 16, 1920.

THE PUBLIC SCHOOLS AND TRAINING FOR BUSINESS.

To the Editors of The Journal of Education and School World.

SIRS,—If one not directly connected with teaching may venture to ask for space in your columns, I should much like to ventilate a subject which seems to merit special attention at the present time. I refer to the effect of the attitude of industry to our public-school system as brought out by the new Education Act. A combination of certain trades has just issued a report prepared by a special committee of these trades upon education. This fact alone is striking enough, and the tenor of this report is of great interest. We are so accustomed to the grudging attitude of employers and of labour towards education that it is illuminating to hear from such a source a complaint that, under the new Act, the leaving-school age is not high enough, and to find a plea for broad, general education as against early specialization. Numerous criticisms of our present system are made, but I shall venture to deal with only one—a charge that on leaving school the average boy is quite unable to apply his knowledge to the initial requirements of his life's work. To avoid any misconception it should be stated that these new devotees of education, rightly, do not ask for business or professional training at school; they merely ask that a boy shall, before leaving, be adequately grounded in such a manner that he can at once adapt his knowledge to the requirements of his new environment. Personally, my idea of good school teaching is

the implanting of the power to learn; but, in this material age, with the "speeding up" which we are about to see from State funds and popular opinion, it would seem that, if our public schools are to hold their place, during the last year or so of school life, some links should be provided which will indicate the application of lessons to a subsequent career, which, in addition to utilitarian value, would generally stimulate the pupil's interest. If this be admitted, the question arises whether our schools are really in sufficient touch with the many and diverse careers open to boys. Where such links want forging, may I ask tentatively whether it would not be possible to arrange that business men of standing occasionally should address senior boys, and possibly their parents, on the requirements, aims, and openings of the particular career to which such men belonged? There should, one would imagine, be men sufficiently public-spirited and interested—many with sons at schools—to make this possible, though the success of such a scheme would no doubt involve some organization. There might be incidental advantages, such as the bringing of boys into contact with openings, though I would not suggest any general resemblance to the work of care committees.

How much might often be saved by a real insight into a profession or trade which could be thus given, and surely there are few things more tragic or more wasteful of national energy than the entering of a wrong walk in life, a walk dictated not by natural tastes and predisposition—those essentials of success—but by chance and mere opportunism!—I am, Sirs, yours,

ALAN E. MUNBY.

9 Old Square, Lincoln's Inn, W.C.2.

"ARCHAIC ENGLAND."

To the Editors of The Journal of Education and School World.

SIRS,—In view of the sympathetic consideration which your reviewer accords to my theory that the aborigines of Britain reached their destination by sea via the coasts of Iberia, you may possibly deem it of sufficient interest to note the following passage from Wilson's "Prehistoric Annals of Scotland, 1863" (Vol. I, page 55): "The other canoe was chiefly remarkable for a circular hole in the bottom, stopped by a plug imbedded in very tenacious clay, evidently designed to admit of the water it had shipped being run off when on shore. But the most curious, and indeed puzzling feature is that this plug is not of oak but of cork; a dis-

(Continued on page 156.)

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covery suggestive of intercourse with the Iberian peninsula, or perhaps serving to indicate the route pursued by some of the early colonists of the British Isles."

The boat in question was discovered with twenty or thirty others in company with the bones of whales: they must therefore be dated backward to that inconceivably remote period when sea monsters disported themselves on the site of modern Glasgow. It is said that archæologists have constructed an empire out of a shoe: from the positive and direct evidence of a bunghole and its eloquent piece of cork similarly interesting deductions may eventually be disclosed. Had I been acquainted with Wilson's work at the time my theories were formulated, I should, of course, have made use of his evidence.—Yours faithfully, HAROLD BAYLEY.

QUALIFYING SERVICE FOR SUPERANNUATION ACT.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Many of your readers will doubtless be interested in the copy of letter dated February 2, 1920, received from the Board of Education, enclosed herewith. The service of organizers of physical training and needlework with the local education authorities will count as qualifying service for the purpose of the School Teachers (Superannuation) Act, 1918.—Yours faithfully,

C. G. WATKINS,

Secretary, Bucks County Education Committee.
Education Office, Aylesbury.

[COPY.]

Board of Education, South Kensington, London, S.W.7.
2nd February, 1920.

Pen. 2780/20.

SIR,—In reply to Mr. Watkins's letter of the 18th October (G/A), I am directed to state that H.M. Treasury have now declared, on the recommendation of the Board, that service as an official of a local education authority whose salary is paid out of the Education rate is qualifying service for the purposes of the School Teachers (Superannuation) Act, 1918. It, therefore, appears that the service of the organizers of physical training and needlework employed by the authority (if, as the Board understand, it is full time) is qualifying service for the purposes of the Act.—I am, Sir, your obedient servant, (Signed) H. J. SIMMONDS.

To the Local Education Authority, Bucks.

A MOVE IN THE RIGHT DIRECTION.

To the Editors of *The Journal of Education and School World*.

SIRs,—A movement now on foot in some of our larger public schools shows that a part, at any rate, of those who are responsible for the outlook of the coming generation is alive to the importance of finding a solution for a problem which is certainly not the least of those which will engage attention once the immediate debris of war has been cleared away. This problem is the future relationship of Greater Britain and those States which are called her "Colonies." Is the old state of things to go on, or may we hope that the eyes of future Englishmen may be opened to a splendid ideal? This ideal is the creation of a "Greater Britain," a federation of free states in which Canada and Australia will stand to Great Britain in the same relationship as now exists between California and New York, the creation of the United States of Greater Britain.

So far, we have always seemingly approached this question in the wrong spirit. The splendour of the British Empire might be made infinitely greater. Think of the power and might of this great federation of free states! How much greater would be our power for good if we were citizens not of one small island lying off the continent of Europe, but of that great union of free states, Greater Britain.

Colonials, as we persist in calling them, have always, in the spirit of this wider vision, refused to be regarded as foreigners. They have always set before their eyes the vision splendid, the true Greater Britain, and particular interest attaches to the appointment in several public schools of a "Colonial" to the teaching staff, who shall generally make it his aim to awaken an interest in things imperial. This is a movement which should not be confined to the greater schools. Of course, it is impossible for all schools to have a colonial on the staff, but surely the spirit of the movement might be found in one member at least of most school staffs. If this movement should grow, then the next generation might shake off the apathy with which the average Englishman of to-day regards the Empire, might at least be able to understand the vision of a true Greater Britain fulfilling the destiny to which the English-speaking race is called.

R. B. CLARKE.

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LONDON: MR. WILLIAM RICE, 3 LUDGATE BROADWAY, E.C. 4.

THE TRAINING OF SECONDARY SCHOOL TEACHERS.

THE question suggested by the title of this article (for, so far as the collective mind of the profession is concerned, we might still have written "Should Secondary School Teachers be Trained?") has been discussed in all its bearings these many years past. Nevertheless, it is good to put the question again from time to time, not with a view to the mere refurbishing up of familiar arguments, but rather with a view to seeing how those arguments look in the light of the present situation. Besides, we have the coming generation of teachers to think of, and the practical issue for the existing secondary teacher is not whether he was right in giving the training course the go-by years ago, but what attitude he ought to adopt with reference to the training of new entrants to the profession. The Teachers Registration Council, which from its composition may justly claim to be really representative, has indeed declared in effect that training is essential to the idea of a recognized profession, in teaching, as in law and in medicine, i.e. that the possession of a good education, which in practice usually means a degree in arts or science, is by itself insufficient. But it was the business of the Registration Council to frame regulations, not to give reasons; and those regulations can never take full effect until they are supported by the fairly united opinion of teachers. It is we who have to ascertain and examine the reasons, and to satisfy ourselves as to whether they are good.

Why, then, should an accredited body of representatives have taken it for granted that training is essential for a fully equipped teacher? In answering this question we had better not rely too much, as some have done, on the analogy of other professions, because analogies are, after all, only suggestive and have no coercive logical force. Superficial analogy is well known to be a prolific mother of bad arguments. We had better look with some care into the actual content of a

normal training course and ask ourselves what it is likely to yield, by way of knowledge and inspiration, to an intending teacher. And we may find by the way that the usual courses need amendment, though that is no sufficient ground for rejecting them outright.

First—and let us take the cold plunge at once—comes the blessed word “psychology,” a word at which many persons who do not count themselves reactionaries, including perhaps most of the Board’s officials, distinctly “jib,” at least in the present connexion. Now we are quite prepared to admit that a good deal of the psychology that has been taught has been tentative and provisional, and some of it misleading and harmful. But the person who is prepared to dispense entirely with educational psychology is surely showing some lack of sensibility to the very intellectual atmosphere in which we live. There is almost no important province of thought or practice which has not been successfully invaded by the psychologist during the past two or three decades. Some of the best of current political thought, as exemplified, let us say, in the writings of Mr. Graham Wallas, are thoroughly psychological in spirit and in outlook. Precisely the same thing is true if we look to religious and theological thought—witness, for instance, the volume of essays recently published under the editorship of Canon Streeter. One understands, too, that medical science, even allowing for some of the possible extravagances of the psychoanalysts, is being pretty completely revolutionized in some of its aspects by psychology. Again, the psychologist bids fair to attack successfully the labour problem—how many hours a day a man can economically work at a given kind of job. Of course, these again are only analogies, but their cumulative force ought to restrain people who are inclined to sniff at educational psychology. One could not prove one’s case without writing a treatise, but teachers may rest assured that the psychology now taught in the best training colleges is worth knowing, and is probably going to make its mark upon teaching.

The part of the course which probably needs no apologizing for is that which is known to the initiated as special method, *i.e.* the method or methods of teaching the several branches of the curriculum. If a man is going to teach mathematics or science, or history, or classics, or modern languages, and knows that he is going to do so, he has to choose between two things. Either he must rely upon his recollections of his own schooldays, upon uncriticized tradition, and tell the tale as ’twas told to him; or he must ascertain more or less completely what the best teachers have said, or are saying, about the teaching of the subject and their reasons for saying it. One of the functions of a good course of training is to see that he does this thoroughly. Few would gainsay the wisdom of reviewing modern experiments in planning and elaborating the course of instruction in a subject, as a preparation for attempting to do such work oneself.

Another part of the usual course of training is that which deals with the history of education. Here it must be confessed that widely divergent views are held, even among the trainers themselves. Having regard to differing tastes for historical study generally, and having regard also to the frequent lack of any direct bearing upon the work of a teacher at the present time, some would go so far as to eliminate the history of education almost entirely, or at least to make it optional. Others, taking high ground as to the humanizing and broadening effects of such a study, would make it a vital matter. Without venturing to dogmatize, we may go so far as to say that even a person who has little taste for history must realize that the present cannot be understood without reference to the past from which it has evolved, and that therefore some knowledge of the history of education in our own country in recent times ought to be more than acceptable, because it is really illuminating, to any intending teacher. The more general history of education may make little appeal to a person who possesses only a scanty knowledge of general European history.

Lastly, we notice the practical part of the course, that part which is carried out in the schools—practising schools, demonstration schools, and experimental schools or classes. Here, again, an intending teacher has to choose between two

things: either he must take the plunge, with nothing to help him but recollections of how he was taught when a boy, or he may take a training course, and so get his early efforts carefully supervised and made the subject of sympathetic criticism in such a way that he may speedily become his own severer critic. Whether we are thinking of methods of teaching, or of modes of maintaining discipline, can there be any doubt as to which is the saner plan? After all has been said about the born teacher, and, on the other hand, about the occasional failures of the training colleges—for even training colleges cannot make silk purses out of sows’ ears—it remains true, as hundreds of trained teachers can abundantly testify, that the practical part of a training course prevents an endless amount of avoidable blundering on the part of the young teacher, and makes it unnecessary that numbers of pupils should be the unfortunate victims of that blundering.

Assuming, then, that a course of professional training for an intending secondary teacher is desirable, we have next to ask at what period in his career such training should take place. One has to be careful in drawing analogies between the elementary and the secondary branches of the profession, but in this particular respect the parallel is so obvious that we may make a safe inference. The three-year system, in which the student works for his degree, and pursues a course of training at the same time, has been tried in the case of the elementary teacher and has been found distinctly wanting. In most cases the academic studies naturally occupy the focus of attention and interest, because the possession of a degree is vital; and so the professional part of the course tends to go to the wall. If the student tries to do both conscientiously and well, he has usually been overworked; hence, in the university training departments, the four-year course for the elementary teacher is now the rule, and what is good for him in this respect is *a fortiori* good for the secondary teacher. The professional course must, in a word, be a post-graduate course.

As to the duration of the course, experience gathered from both the elementary and the secondary branches leaves no reasonable doubt that a period of three terms is the least that can be regarded as satisfactory, whether for the adequate mastery of principles or for securing a sufficient amount of supervised practice. Possibly a good deal could be said in favour of shortening the course somewhat in the case of a person of exceptionally promising personality who has taken high honours at the university, but instances of this kind can never be numerous enough to invalidate the general rule; and, after all, there is much to be said for asking the exceptional person to fall into line with others instead of demanding a course which is bound to cause an additional strain upon the organization and resources of a college.

Should the training college or the practising school be the headquarters of the course of training? Both plans are allowed by the existing regulations of the Board, and it is easy to conceive of conditions which would make either of them successful. Advocates of the second plan lay the stress on the practical part of the course, often almost to the pitch of denying that the theoretical part is of any account. Unless the reasoning set forth above is wide of the mark, this position cannot be maintained. Indeed, the great danger of making the school responsible for the training is that the training shall resolve itself into an apprenticeship or glorified pupil-teachership. What the intending teacher needs is a critical study of different systems rather than the mere imitation of one.

It is a well-known fact that training for secondary school work has hitherto made much greater progress among women than among men. People who are fond of speculative generalizations about the psychology of the sexes may account for this difference by referring it to the superior keenness and enthusiasm of women for the whole business of education. Perhaps this is partly true, but perhaps also there is a less esoteric reason. Hitherto teaching has on the whole provided a distinctly better career for single than for married people, *i.e.* speaking broadly, for the women of the profession than

the men. But now, with the upward tendency of salaries and the provision of a good pension scheme, teaching begins to hold out better prospects to young men, and it is becoming better worth their while to undergo a thorough preparation. To put the whole matter in a nutshell, the abstract case for training is too strong to be ignored, and the concrete circumstances bid fair to enable the authorities to make a strong stand on the subject. The ideal of the Teachers Registration Council may therefore not be so far off realization as people are apt to suppose.

T. R.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The Responsions Statute has now been accepted by Congregation at Oxford. It has, however, still to come before Convocation, and it is understood that the supporters of compulsory Greek will call up every member who can be relied upon to oppose it. This procedure is regrettable, and it is to be hoped that it will not succeed. As the Statute now stands it represents a compromise which has the support of an overwhelming majority of the teachers in the University, and its rejection by Convocation will make the position more confused and hopeless than ever. If Convocation, on the other hand, accept the Statute, Greek will not be a compulsory subject in Responsions, but candidates for honours in final schools other than those of mathematics, science, or jurisprudence must take some Greek in an examination before the final. This can be done in the Previous Examination, when candidates will have an opportunity of showing a knowledge of some period of Greek history or literature in connexion with a Greek book studied in a translation. It will thus be possible for a pupil from a secondary school which does not make Greek a regular part of its curriculum to proceed to Oxford without having to cram up a smattering of the subject at the expense of other subjects on which he can do good work.

Mr. J. A. R. Marriott, M.P. for Oxford City, has resigned the secretaryship of the Oxford University Extension Delegacy in order to be able to devote himself exclusively to political life. Masters and mistresses in secondary schools should note that the vacancy has been filled by the appointment of the Rev. F. E. Hutchinson, Trinity College, who is well known as a worker in connexion with the Extension movement and also with the Workers' Educational Association.

LONDON.

As early as 1914 the Imperial College of Science began to press for the right to grant degrees in the subjects taught in its constituent colleges, but the matter was in abeyance during the war. Of late further steps have been taken, including a deputation to Mr. Balfour and Mr. Fisher, and there has been considerable correspondence in the Press. The arguments in favour are certainly strong. The Imperial College offers opportunity for training and research in the application of scientific principles to industry, and the standard required for the diplomas, which are all it can grant at present, is as high as that required for degrees in British Universities; yet diplomas do not carry the weight of degrees for which its students must sit elsewhere. This disability is, of course, shared by the Royal College of Science, the City and Guilds Engineering College, and the Royal School of Mines, which are integral parts of the Imperial College. The last-named institution complains with some truth that mining engineers in other countries are granted degrees and that, therefore, its mining and metallurgical students are at a distinct disadvantage when compared with foreign competitors.

The work done by the School of Economics and Political Science becomes, year by year, of a more varied character: a course of lectures preparatory to consular services is being given dealing with the study of foreign public administration, its financial, transport, and economic organization; there are also proposals, not yet reduced to concrete form, for the establishment of a School of Foreign Affairs. This school is embarking upon extensive building operations with the view of widening its activities generally, and for this purpose will require something like £150,000, of which sum £50,000 has been already provided by the Commerce Committee set up last autumn. The provision of the latter sum carries with it the addition to the management committee of the School of six names of men of weight in commercial circles. Already 112 students are attending the courses for the new degree

in commerce, and there is little doubt that a large number of pupils will in the future join from the secondary schools in and near London.

WALES.

The last of the series of conferences convened by the Departmental Committee which is inquiring into the organization of secondary education in Wales, met at Carmarthen on February 5, and it was well attended by educationists from Carmarthenshire, Radnorshire, and Cardiganshire. The agenda paper had been curtailed to prevent the discussion from becoming too general and diffuse, but the experiment was only partially successful, for none of the speakers presented a well-considered scheme of government, and the majority of them were satisfied with a mere expression of approval or disapproval of existing conditions. The Bishop of St. David's, who is an experienced educationist, gave the Central Welsh Board his blessing and even went so far as to advocate the establishment of a National Council to which the practically unfettered control of all grades of education in Wales should be assigned. On the other hand, the chairman of the Pembroke Education Authority and Sir Francis Edwards (chairman of the Radnorshire Authority) had no faith in local self-government, and therefore were prepared to entrust the supervision of our educational machinery to the Board of Education. But, fortunately for the supporters of the national policy, these opinions are not likely to impress the public, as the speakers merely expressed their views without giving any reasons in support of them. The Rev. A. W. Parry, principal of the Carmarthen Training College, indulged in a somewhat novel piece of criticism which it would, perhaps be well for us to ponder. He believes that in recent years Welshmen have been so absorbed with the external machinery of education—committees, conferences, and so on—that they have neglected the study of real educational problems, and that the output from Wales in the way of educational articles and research into fundamental principles, has been deficient. How far this charge can be sustained is doubtful, nor is it by any means self-evident that the real progress of a country is to be measured mainly by the number of educational articles which it produces. We should rather prefer to regard the character and the number of the men who are trained in its schools and colleges as a far truer test of the success of its educational system, and by this test we believe that Wales will be fully prepared to be judged.

Dr. Franklin Sibly has been appointed as the first principal of the University College, Swansea. His appointment has given general satisfaction because Dr. Sibly not only has a practical acquaintance with University conditions in Wales, but he has also given evidence of statesmanlike qualities and breadth of view in dealing with questions of higher education. His evidence before the Royal Commission on University Education was mainly responsible for the present scheme of technological education adopted in South Wales, and we have no doubt that in his new post he will be able to extend and improve it in many important directions. Dr. Sibly was professor of geology at Cardiff College for five years before he was appointed to his present post at Newcastle-on-Tyne, in 1918, and he was engaged in some valuable researches in the Welsh coalfield and in the Forest of Dean during his tenure of this professorship. At Swansea he will have an excellent field for the display of his special qualifications, both as an organizer and as a geologist.

At the last meeting of the Court of Governors of the University College, Cardiff, Principal Trow referred to a new scheme for training health visitors for South Wales. A University diploma will be established on a two years' course of training, the Board of Education making a grant of £20 per annum for each student who qualifies at the end of the course. The course will be under the control of the Department of Preventive Medicine of the Welsh National Medical School. The main purpose is to train health visitors for service under public authorities, and when the scheme is in full working order it is not improbable that the Board of Education will recognize only those women who had gained this diploma. A new sphere of usefulness is therefore opened up for women, and it is very likely that many will be prepared to take up this profession. Dr. Trow also suggested that the Court and the governors of the National Museum should co-operate to the extent that the Curator of the Archaeological Section at the National Museum should act as the lecturer in classical and Celtic archaeology at the College. If some eminent expert could be attracted to take up such a post, Wales would have a good prospect of producing a group of distinguished native archaeologists.

It is remarkable that at this time of day there should be no

The Welsh Language.

unanimity as to the position which the native language should occupy in the schools. At Swansea and Carmarthen, for instance, the Union of Welsh Societies advocated its use as a medium of instruction in all the Welsh-speaking parts of Wales, and that our educational effort in Wales should be directed with the view of creating a purely Welsh "ideal" in the pupils and in the schools.

The Pontypridd Education Committee, after consulting the teachers in the town, have, however, expressed a directly contrary opinion, as they believe that such a plan is impracticable. We have also referred recently to the action of the Wrexham Authority in refusing to teach Welsh in the elementary schools under its control. Newport is another town which is not converted to this ultra-national policy with regard to Welsh. The Board of Education have been appealed to for guidance in the matter, but Sir Alfred Davies has rightly pointed out that the solution of this problem must of necessity remain with each locality, because it to a great extent can control the curriculum of the schools. Unless public opinion is in favour of giving Welsh its rightful position in the schools, nothing will be gained by attempting coercion with regard to it, so that the first thing which Welsh societies and similar organizations must do is to endeavour to convert the public generally to their views. Yet, in spite of indifference here and there, it is abundantly clear that the great mass of Welshmen believe that in their native language they possess an invaluable medium of instruction if rightly used, and that their status as a nation is really dependent on its preservation as a living tongue.

The Denbighshire Education Authority will shortly open two new secondary schools in the county—a secondary school at Colwyn Bay, and a girls' school at Ruabon. Both schools will be outside the

New Schools.

Welsh Intermediate Education Act for the present, but it is hoped that as soon as possible a new scheme will be passed, which will enable the county to convert them into intermediate schools.

The Welsh County Schools Association will give evidence before the Departmental Committee which is inquiring into free places in secondary schools. This question has a peculiar importance in Wales,

Free Places.

because such a large percentage of the pupils in secondary schools have previously been educated in primary schools. It is, therefore, essential to the success of higher education in Wales that a satisfactory scheme of transference of pupils from one type of school to the other be established. Up to the present, for example, it is generally agreed that the pupils from the elementary schools delay their entry into the secondary school too long—a practice to which the Welsh Department's scheme of secondary grants gives encouragement—and so it is hoped that one of the results of the Committee's investigations will be a distinct lowering of the age of entry. There are other matters, as well, which need readjustment. Miss Vivian (Newport), Miss Collin (Cardiff), Mr. D. E. Williams (Gowerton), and Mr. D. R. O. Prytherch (Penygroes) will present the case for the Association before the Departmental Committee.

SCOTLAND.

At the time the Education Act was passed it was commonly believed that the Education Department was decidedly opposed to the institution of the National Advisory Council in terms of Section 20 of the Act. There is certainly no indication of that in the constitution of the Council as now announced. Considering that all the members were nominated it is a surprisingly strong combination and should make itself felt as a force in Scottish education. There are twelve members in all. The teachers are represented by Mr. J. B. Clark (George Heriot's School, Edinburgh), Mr. Duncan MacGillivray (Hillhead High School, Glasgow), and Miss Mary Tweedie (Edinburgh Ladies' College); the Universities by Principal Sir George Adam Smith (Aberdeen) and Prof. Burnet (St. Andrews); central institutions by Dr. H. S. Stockdale (Glasgow Technical College); the Authorities by Sir Arthur Rose (Edinburgh), Mr. H. S. Keith (Lanark), and Miss K. V. Bannatyne (Glasgow); Labour by Mr. Owen Coyle and Mr. J. F. Duncan; and private-school administrators by Sir John Cowan. The teacher members are all highly esteemed as individuals by the profession, but there is very considerable indignation that they should all three have been drawn from the higher-class schools and that the claims of primary, rural, and denominational schools should have been completely ignored. Teachers will never be satisfied till they can elect their own representatives direct, and have not to depend on a nomination that is likely to exclude all but "safe" people.

It was expected that the reconstituted Provincial Committees

Training College Teachers on the Provincial Committees.

would come into being at the beginning of this month. But the House of Lords rose for the Christmas recess two days before the month's submission to Parliament required to give the minute relating to them legal effect, had been completed. The result is that the minute had to be relaid before Parliament at its assembly on February 10, and that the first meeting of the committees has of necessity been postponed till the end of March. Advantage has been taken of the delay to make one important change in the minute. Originally it read that the Educational Institute was to elect to each committee four representatives engaged in teaching in schools and colleges. Whether the Education Department intended "colleges" to include "training colleges" or not is not plain. But it was so interpreted by the teachers, and several members of the training college staffs were nominated as candidates. The new minute, however, disqualifies them by confining teacher representation to those engaged in primary, intermediate, and secondary schools. The Institute immediately protested on the ground that it was desirable that members of the training college staffs, elected to represent the profession, should be on the committees to provide an expert knowledge other members must necessarily lack, and pointed out that the change of minute was a retrograde one, contrary to the principle that teachers should, as far as possible, be directly represented on educational bodies. In spite of this, the Department has adhered to its minute. It is possible that it may be all the more ready on this account to acquiesce in the formation of some kind of Whitley Council for the training colleges. That would not only be the best solution of the difficulty, but be a valuable addition to training college organization.

The judgment given in Linlithgow Sheriff Court in the prosecution of a parent for the non-attendance of his two children contains many interesting points.

School Management Committees.

One of them concerns the powers of school management committees. The prosecution was instituted by the Linlithgow Education Authority. The Sheriff ruled that it was invalid on the ground (among other grounds) that attendance was the business of the local School Management Committee and not of the County Authority. The case is a useful reminder of the extent of the powers of these committees. In the original draft of the Education Act the School Management Committee was a rather impotent body, but in the Act as passed they received powers little short of those of the old school boards, always excepting the power to appoint and dismiss teachers. In large and scattered counties this is probably quite good, but, in the more accessible villages and towns where the central county authority is in close touch with the schools, they do not serve any very obvious purpose except to provide soft jobs for some of the dispossessed school board clerks. So far as teachers are concerned they have one new feature to distinguish them from the boards, in the presence of one or more teachers on their membership. That, it is to be hoped, will prevent the recurrence of some of the old abuses. If, however, one may read between the lines of a circular sent by the Educational Institute to the Authorities, protesting against the public discussion of school reports, the school board spirit has not yet wholly died in the management committees. The authorities themselves are for the most part enlightened enough to prevent practices of that kind. If they wish to keep right with their teachers, they should use both moral and legal influence to prevent such blunders on the part of the lesser committees.

With the great increase in the number of the junior staff of the

University "Readers."

Universities in recent years, the need for differentiation of grade among lecturers has become evident. In particular, it has been felt desirable that independent lecturers doing the work of a chair without professorial status should have some special designation. The first experiments in this direction were made by St. Andrews and Aberdeen, where one or two senior lecturers have been called readers in imitation of English practice. Though nobody seems greatly enamoured of the name, it has been accepted by all the universities for lack of a better, and has been given official recognition in recent Ordinances of Edinburgh and Glasgow. When the matter was under discussion at the Glasgow University Court, Dr. David Murray protested against it as very objectionable. The word "Reader," he pointed out, was not sanctioned in the history of Scotland farther than the old office of ecclesiastical reader, which had been out of existence in Scotland for two hundred years and had never had much respect when it existed. It was contended by one or two members of the Court that there was a wish for this special title on the part of the lecturers concerned. But if there is such a wish, it is certainly not a strong one. Probably most of those who are dissatisfied with the present name would be better pleased with a designation like Associate Professor, which would indicate the part they are

playing in university life. If, however, the new name brings with it an improvement of status, those who are to bear it will not grumble. It is a scandal that they have hitherto been excluded from any share in the governing bodies of the universities, and even more a scandal that they should have been paid so much worse than their professorial colleagues, even while doing as much and as responsible work. Unless there is considerable change for the better in these respects, the universities will cease to get men of the high type they have hitherto got, in spite of names and titles.

The resolution of the St. Andrews Congress in favour of education chairs being established in Glasgow and Aberdeen has been speedily followed up by the Glasgow Branch of the Institute. At the last monthly meeting of the Branch the chairman,

The Institute and Education Chairs.

Mr. McNeil S. Snodgrass, put the case in frank terms. They had looked to wealthy people outside the profession to provide money for the Education chair, which was one of the clamant needs of their own university, and it had not been forthcoming. It would be more satisfactory in every way for them to provide the money themselves. Teachers were not very rich people at the best, but collectively they could raise a large sum for an object like this, which deeply concerned the educational well-being of the country. The proposal was adopted with enthusiasm, and it was mentioned that the other branches in the west of Scotland were heartily in sympathy with the idea. It only remains for the Glasgow Committee, in company with those of the neighbouring branches, to convert enthusiasm into cash and get their members to prove their zeal for education by helping to found an Institute chair in Education at an early date. If the movement meets with the success it deserves, Aberdeen will probably be quick to follow the example of Glasgow. A considerable part of the endowment for an Education chair in Aberdeen has already been provided by the Carnegie Trust. The local teachers should surely be able to contribute the rest.

The judgment pronounced by the seven judges of the Justiciary Appeal Court regarding the status of school and college janitors is one that is likely to make it necessary for educational institutions to address themselves to Parliament for relief. George Heriot's Trust, Edinburgh, appealed against a decision of the Midlothian J.P. Court, in accordance with which the Trust was fined £5 for employing a janitor at the Heriot Watt College without a licence. Janitors in scholastic institutions, both in Scotland and England, have not hitherto been regarded as "male servants" within the meaning of the Customs and Inland Revenue Act, and the Trust contended that they were not liable under the Act. By a majority of four to three the judges confirmed the judgment of the lower court. The Lord Justice-General took the view that the duties of a janitor and those of a porter were identical. He disagreed with English decisions to the effect that a servant like a janitor only comes within the Act when his services are personal, domestic, or menial. As against this, Lord Anderson, one of the minority, was of opinion that the main duties of the janitor were not those of a house-porter. His main duties were to take care of the buildings, and that made him as much an official of the establishment as the professors and lecturers themselves. Though two of the judges said that this could not be regarded as a test case, it looks as if janitors in institutions of learning must henceforth be regarded as "male servants" and licensed accordingly—at any rate, till the law is changed.

Appeal is being made to the teachers of Scotland for contributions at the rate of 6d. per £ of the monthly salary for three months, in order to secure a capital sum sufficient to carry on the sustenance of disabled teachers and the dependents of teachers who fell in the war. £50,000 was contributed to the previous fund for war relief. Of this, £26,000 was invested for this special purpose. The annual revenue from this investment, however, amounts only to £1,370, whereas the sums disbursed to the forty odd beneficiaries amount to nearly £2,000. Consequently, if the grants are not to be very considerably reduced, or the fund exhausted long before the need for it is past, the teachers must put their hands in their pockets once again. Fortunately, with the return of superannuation premiums and the paying up of deferred salaries, the pockets are for the most part well lined just now, and the appeal is certain to meet with a generous response. It may be added that in the Trust Deed provision is made for the disposal of any ultimate surplus. In the event of a surplus the Committee responsible for administering the fund are to have power to hand it over to societies or institutions having for one of their primary objects some charitable purpose for the benefit of Scottish teachers or their dependents, and the present Benevolent Fund is specially mentioned as the probable residuary legatee. That is twenty-five years ahead. It may be expected, however, that long before that time the Institute will have made

some more satisfactory provision for teachers who fall out by the way. But the intention is right.

IRELAND.

The Deputation of the English Labour Party, which came to Ireland the last week of January to examine for themselves the present state of the country, showed a deep interest in the education question.

Labour and the Irish Bill.

On the first day they were in Dublin they received deputations from primary and secondary teachers, heads of schools and assistants, and were clearly impressed by the need of reform. A week later, on the last day of their stay, when they were in Belfast, they received similar deputations from the teachers in Ulster. Mr. Adamson, the chairman of the Labour Party, stated that they were appointing a committee to consider the Education Bill, and asked the different deputations to send in their statements so that they might be looked into more carefully. On one point he and Mr. Henderson were very emphatic, that it was through no fault of their Party that the Bill failed to obtain a second reading. The Labour Party certainly stood for two things in education: first, that there should be ample facilities for everyone—no matter of what class—to receive the best possible education; and secondly, that the teachers should be given remuneration adequate to enable them to devote all their energies to their important work without being distracted by anxiety about making both ends meet. It may be that, before these lines appear, the fate of the Bill will be decided one way or the other, but teachers in Ireland are fully persuaded that the Labour Party will give it sympathetic attention.

On the other hand, formidable opposition meets the Bill from a dangerous quarter. The Roman Catholic Bishops' meeting at Maynooth have repeated the denunciation of it which was issued in December by their Standing Committee. Their language is very forceful, and more fulminatory than argumentative. It carries, however, tremendous weight in all Roman Catholic quarters, especially as orders were given that their resolutions should be read in all their churches. The result is a renewal of resolutions of condemnation by all kinds of bodies, such as town and county councils, many of which have in all probability never read a line of the Bill. One old standing member of the Dublin Corporation said he was against the Bill because the bishops were against it, although he believed it was a Bill with many good provisions. The bishops' resolutions were as follows:—(1) "Until Ireland is governed by her own Parliament, we shall resist by every means in our power any attempt to abolish the Boards of Primary, Intermediate, and Technical Education." (2) "The Bill is an attempt on the part of the British Government to grip the mind of the people of Ireland and form it according to its own wishes. We are convinced that the enactment of the measure would deprive the bishops and clergy of such control of the schools as is necessary for that religious training of the young which Leo XIII declared to be a chief part of the care of souls." (3) The next resolution declares that if the Bill is forced on the country the bishops would issue instructions to Catholic parents "in such a deplorable crisis." (4) The next resolution opposes rates for education in Ireland. (5) The last resolution expresses "intense sympathy with the teachers" and promises to do everything possible to secure fair treatment for them. It will be seen that these resolutions contain no argument. In justice to the Bill it should be said that there is a clause dealing expressly with religious instruction in national schools which runs thus: "In the execution of their powers and duties the Department shall ensure that the principles and practice which at the time of the passing of this Act govern religious instruction in national schools in receipt of grants from the Commissioners of National Education in Ireland, are adhered to after the passing of this Act in national schools in receipt of grants from the Department." This clause should secure the maintenance of the present system which is regarded as satisfactory in national schools; if it is not strong enough it could be amended. The religious difficulty has never existed in secondary schools in Ireland. The proposed Department of Education, as stated in our last month's notes, has been generally criticized as not satisfactory, and could be amended to meet reasonable objection, but the bishops will have nothing to do with amendments. Nor do they take any account of the fact that the Bill is based upon recommendations by two Commissions on both of which Roman Catholics had a large number of representatives, including both chairmen.

Roman Catholic Opposition to the Bill.

The associations of teachers which are mainly associated with Roman Catholic schools have, during the winter, come out more and more decidedly in favour of the Bill, as embodying progressive educational ideas and containing large elements

National School Teachers and the Bill.

of popular representation. Resolutions in its support have been passed all over the country, and this is a very remarkable fact considering the determined attitude of the bishops. It need hardly be said that Protestant organizations of all kinds are united in urging that the Bill be passed as soon as possible.

The position with regard to the salaries of intermediate teachers can be seen in the Report of the Intermediate Board on the application of the Teachers' Salaries Grant for the school year 1918-19, which has just been published as a Parliamentary paper. This is the more interesting as the salaries include not only the Birrell Grant but also the Duke Grant, or such amounts of them as were passed on from the school authorities to the teachers. The return, which gives the salaries in detail, states that the total number of intermediate schools furnishing returns was 353, and the total number of intermediate pupils—i.e. pupils between twelve and nineteen years of age—was 21,182. Of these, 235 schools with 14,762 pupils were under Roman Catholic management, and 118 schools with 6,420 pupils were under non-Roman Catholic management. According to the rules there should be one properly qualified lay teacher for every forty pupils in each of the two sets of schools. Hence the Roman Catholic schools should have 369 and the non-Roman Catholic schools 161 such teachers. The return gives 318 in Roman Catholic and 407 in non-Roman Catholic schools. The Roman Catholic schools have also 156 nuns and 24 members of brotherhoods otherwise duly qualified who claim to be lay teachers, the decision on which point is left to His Excellency the Lord-Lieutenant. Of non-qualified lay teachers there are 188 in Roman Catholic and 383 in non-Roman Catholic schools. The minimum salary under the Birrell Grant is £140 for men and £90 for women, non-resident; and £110 for men and £70 for women, resident. Under the Duke Grant the salaries are £20 higher all round. Of the properly qualified lay teachers in Roman Catholic schools there appear to be 36 men teachers non-resident, 4 resident, and 6 women teachers non-resident and none resident, who receive more than the Duke minimum; while in non-Roman Catholic schools (omitting head teachers) the numbers appear to be 82 men teachers non-resident, 26 resident, and 65 women teachers non-resident and 22 resident. The highest salary in a Roman Catholic school for a non-resident male teacher is £200 and resident £150, for a non-resident female teacher £140 and resident £90. In non-Roman Catholic schools the highest salary for a non-resident male teacher is £410, resident £246; for a non-resident female teacher £228, resident £210.

Various associations have been holding their winter meetings. The Classical Association held its annual meeting in Queen's University, Belfast, on January 30, when Prof. Henry, the president, delivered his inaugural address on "Lucretius." The Vice-Chancellor gave a reception for the members in the afternoon. The Central Association of Irish Schoolmistresses held its annual meeting in Alexandra College, Dublin, on February 6, when Miss Amis, of University College, Aberystwyth, delivered a lecture on "The Influence of the Unconscious on our Daily Life." A series of four lectures on Modern Geography was organized by Prof. Cole in Dublin on "Ireland and the Atlantic," "The Early Stone Age and the Spread of Man in Europe," "Horses and their Kindred: Some links in geographical history," and "The Greek Race: its origin and early geographical distribution."

The Department of Agriculture and Technical Instruction have issued circulars announcing an examination in the Principles, Methods, and History of Education with special reference to Science Teaching on June 19; Easter Examinations on April 10 for Teachers' Qualifications in Experimental Science and Domestic Economy; a Special Examination on June 15 and 16 for Teachers' Qualifications in Manual Training (Woodwork); Examinations for Science and Technological Scholarships and Teacherships-in-Training in the week beginning Monday, June 21; and examinations to be held in May for technical schools in commerce, building trades, applied chemistry, electrical engineering, mechanical engineering, domestic economy, and art. They have also published a full timetable of the Technical School Examinations.

SCHOOLS.

FRANCIS HOLLAND SCHOOL.—In the examination held by the Société Nationale des Professeurs de Français en Angleterre, which is open to all boys and girls under twenty, the gold medal and three prizes were awarded to Miss Eleanor Antrobus, a pupil at the Francis Holland (Church of England) School, 39 Graham Street, Eaton Square. Five other prizes and sixteen certificates were won by pupils at the same school.

REVIEWS AND MINOR NOTICES.

HISTORY AND POLITICS.

- (1) *The Making of Modern Wales*. By W. LLEWELYN WILLIAMS. (6s. net. Macmillan.)
- (2) *The Making of America*. By F. C. DE SUMICHRIST. (6s. net. King.)
- (3) *The Making of Modern England*. By GILBERT SLATER. (7s. 6d. net. Constable.)
- (4) *Modern Industrial History*. By F. R. WORTS. (4s. 6d. net. Hodder & Stoughton.)
- (5) *Fifty Years of Europe, 1870-1919*. By C. D. HAZEN. (14s. net. Bell.)
- (6) *The Peace in the Making*. By H. W. HARRIS. (6s. net. Swarthmore Press.)

At all crises in the world's career history has been studied from the political point of view and interpreted for political purposes. When, for instance, Rome fell before the Visigoths, in the fifth century of the present era, the history of antiquity was canvassed on one hand by pagan writers who sought to maintain the thesis that Rome, which had remained inviolate for eight hundred years, had perished so soon as the worship of the old gods had been suppressed; and on the other hand by Christian apologists like Augustine and Orosius, who showed that there is a natural history of empires, that many had risen and fallen before Rome, and that Rome had perished properly of her own vices. Again, when at the Reformation the unity of medieval Christendom was broken, Catholic controversialists on one side and Calvinistic on the other traversed the annals of the Middle Ages, seeking to justify their actions at the time of writing by considerations drawn from the records of the previous thousand years. So now, in this turbulent present, when the ideas of the French Revolution and the principles of Napoleon have come to maturity in an unparalleled political and social upheaval, do many writers turn to the past, and seek to find from the history of the modern world some clue to the meaning of the present and some guide for the conduct of the future.

The six writers whose recently published books are enumerated at the head of this article all have this characteristic in common: that their prime interest is in the present, and that they study history mainly in order that they may gain light on existing problems.

(1) Mr. Llewelyn Williams, Recorder of Cardiff, presents a valuable collection of studies centring round the Tudor Settlement of Wales. Its purpose is "to describe the transformation of medieval into modern Wales." Based largely upon original authorities, it tells, with a fullness hitherto wanting, the story of the decay of Catholicism in the Principality. Hence it explains with a new completeness the enigma of the uncompromising religious attitude of the present-day Welsh Nationalists. Two chapters at the end, on Welsh nonconformity and the Welsh language, are of the nature of appendixes to the main studies.

(2) Prof. de Sumichrast undertakes the important task of explaining to the people of this country the traditions and the ideals of the American people. He is well qualified for the work, for he was once a teacher at Harvard University. Later he came to England, and during the war he was an officer in a Middlesex regiment. It would appear from Prof. de Sumichrast's narrative that the "making of America" is not yet complete, unless we may regard the Prohibition amendment to the Constitution as applying the finishing touch: for that is the last event here recorded. The book, indeed, furnishes an excellent brief summary of American history from the time of Columbus to the present day.

(3) Dr. Gilbert Slater's "Making of Modern England" is a reprint (cheap in current conditions) of a book which originally appeared early in 1913. It surveys England from the peace of 1815 to the Parliament Act of 1911. Its standpoint is that of Ruskin College, Oxford. It, therefore, pays prime attention to social, industrial, and educational advance.

(4) Mr. F. R. Worts, a new and capable writer, whose recent book on "Citizenship" has been well received and justly praised, has provided a useful Sketch of British In-

(Continued on page 166.)

MACMILLAN'S LATEST LIST.

College Addresses. Delivered to Pupils of the Royal College of Music. By Sir C. HUBERT H. PARRY, Bart., Mus. Doc., Director, 1895-1918. Edited, with a Recollection of the Author, by H. C. COLLES. 7s. 6d. net.

The Daily Chronicle—"These addresses should prove of the greatest service to all who are battling to achieve the only success worth striving for—what Emerson called the triumph of principle."

An Introduction to Old Testament Study. For Teachers and Students. By the Rev. E. BASIL REDLICH, M.A., Director of Religious Education, Wakefield Diocese. With Foreword by the DEAN OF WESTMINSTER. 6s. net.

The Bishop of Wakefield writes—"Mr. Redlich has produced a book for which all who are called upon to teach lessons from the Old Testament in pulpit or classroom should be profoundly grateful."

"Sir Hobbard de Hoy." The Religious Education of the Adolescent. By the Rev. E. F. BRALEY, M.A., LL.M., Organizer of Religious Education in the Diocese of Southwell. 4s. 6d. net.

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Modern Geometry. The Straight Line and Circle. (A New and Revised Edition of the Author's "Plane Geometry for Advanced Students." Part I.) By CLEMENT V. DURELL, M.A., Senior Mathematical Master at Winchester College. 6s.

A Classbook of Organic Chemistry. By J. B. COHEN, Ph.D., B.Sc., F.R.S., Professor of Organic Chemistry, The University, Leeds. Vol. I.—For First Year Medical Students and Senior Science Students in Schools. 4s. 6d. Vol. II.—For Second Year Medical Students and others. 4s. 6d.

Sappho and The Vigil of Venus. Translated by ARTHUR S. WAY, D.Lit. 8s. 6d. net.

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dustrial History from the middle of the eighteenth century to the present day. Mr. Worts does not hesitate to express strong and sound opinions when occasion arises. He says of the strike weapon, for example, "although it has been wonderfully successful during the modern period, it must now be regarded as an out-of-date weapon. It must be given up. The plain truth is, the nation cannot afford it. It is too destructive."

(5) Dr. C. D. Hazen, whose book on "Europe since 1815," published some six years ago, established his reputation as an authority upon modern Continental problems, in his new work sketches the history of Europe from 1870 to 1919. He considerably modifies his former opinion of Germany, and he has no sort of doubt that at her door lies the responsibility for the great world war. Dr. Hazen's account of the events that led to the war is masterly and convincing. Of great value, too, are the pages in which he treats of the attitude of America to the conflict during each of the critical phases of the five years 1914-1919.

(6) Mr. H. W. Harris writes a vivid and intimate account of the recent peace-making at Versailles. As a biographer of the American President, he not unnaturally assigns to him the leading rôle in the drama. As a correspondent of the *Daily News* he does not tend to exaggerate the virtues of Mr. Lloyd George as a diplomat. Nevertheless, on the whole his story is as impartial and as well-informed as is to be looked for at a date so soon after the conclusion of the events narrated. The book ends with a note of interrogation which may well form the termination of this brief review article. "And now — ?"

EDUCATION.

The Future and the Public Schools. By C. H. GRAY.
(2s. net. Nisbet.)

These 64 pages present the views of a very young Public School man, who tries to hold the balance true between Mr. Waugh and Mr. H. G. Wells. He maintains that we must look for truth only to those who are quite in the inner circle of the public schools or quite outside it. One would hardly think that anyone could be further within the sacred circle than the former head master of Eton. Yet Mr. Gray assures us that "the nonsense of such men as Canon Lyttelton" appeals only to superficial thinkers. The little book claims to represent what the New England is thinking, and maybe it does. In any case, without taking it too seriously we welcome the outburst. We older people probably need stimulation, but our young stimulators will get at us better if they avoid English like this: "Society is better, in theory infinitely, in practice usually considerably, than anarchy."

The Heart of a Schoolboy. By JACK HOOD. With a Preface by Canon BURROUGHS. (3s. 6d. net. Longmans.)

The charges of intellectual and moral inefficiency brought against the public-school system culminated—so far, at least, as the popular mind is concerned—in Mr. Waugh's book, entitled "The Loom of Youth." One reply from the schoolboy's point of view, that of Martin Browne, was noted in these columns some time ago; and now comes another, similar in scope yet sufficiently independent, from the pseudonymous "Jack Hood." Notwithstanding that the attack and the replies necessarily relate chiefly to personal experience in a single school, it is important to have on record the frank opinions of those who have recently gone through the mill. "Jack Hood" has written an interesting book, and the commendation by Canon Burroughs is well deserved.

The Training of the Mind and Will. By W. TUDOR JONES. With Foreword by ALEX HILL. (2s. 6d. net. Williams & Norgate.)

During the years of the war, Dr. Tudor Jones lectured to tens of thousands of soldiers and sailors, industrial workers, and Y.M.C.A. gatherings; and that he lectured acceptably, even on subjects usually regarded as abstruse, is evident to anyone who peruses this book. It is not often that the philosophically minded man is able to take the point of view of an uneducated or half-educated audience, but Dr. Jones has succeeded in doing so. He set himself to convince these boys and men that they were more than they knew, and could be more than they were; and to persuade them to take themselves thoroughly in hand, in order to realize more fully the possibilities of their nature. The book should win its way to still larger audiences of the same kinds as the original, and should be valuable to all who take part in adult education.

Self-Health as a Habit. By EUSTACE MILES. (5s. net. Dent.)

Self-help by Samuel Smiles; Self-health by Eustace Miles. The verbal jingle is obvious, and apparently (see page 14) had occurred to the later of the two prophets, but while the compound "self-help" may pass as good English, the etymological justification of "self-health" cannot so readily be conceded. At any rate, the author means by self-health that sort of health which "is not dependent on drugs, inoculations, operations, rest-cures, and the elaborate details of so-called 'hygiene,'" but which "is gained and preserved by what each can do for self without conspicuousness." Mr. Miles's general aim is to raise the standard of what is meant by good health above that which exists to-day and which appears to satisfy the medical profession, and at the same time to suggest simple and natural means by which the higher standard may be attained. To most people his name is inseparably connected with a restaurant not a hundred miles from Charing Cross, at which the *menu* is either scientific and satisfying or "faddy" and unsatisfying, according to your tastes and habits. All we can say is that the book before us, chatty and discursive though it may be, contains a mine of sound and sensible advice calculated to help people to keep well if they are well, and to get better if they are troubled by ailments which are too readily regarded as part and parcel of modern civilization.

HISTORY.

A History of Everyday Things in England. Part II: 1500-1799. By M. and C. H. B. QUENNEL. (8s. 6d. net. Batsford.)

Those who last year became the fortunate possessors of Part I (A.D. 1066-1499) of this original and fascinating history have been eagerly anticipating the publication of the second and concluding part which now lies before us. They will not be disappointed. The same skilled artistry and the same high literary ability combine to make this modern part as attractive as its medieval predecessor. We here learn much concerning the common life of our ancestors during the three centuries that divided the Renaissance from the Revolution. Costumes, buildings, sports, modes of travel, methods of cooking, types of shipping, instruments of industry and of war—all are depicted and described with unfailing felicity and lambent humour. Old England lives again in these vital pages. It lives, however, in its reality, and not in the romantic "tushery" of the second-rate historical novel. It is an England we love to read about; but an England which we would not recall even if we could.

Westminster: a Historical Sketch. By Rev. H. F. WESTLAKE. S.P.C.K. (3s. 6d. net.)

Mr. Westlake has won an honourable rank among medieval historians by his works on the "Church of St. Margaret" and the "Parish Gilds of England." The present sketch, slight as it is, will not detract from his reputation. It contains the results of not a little original research, and it is written in a thoroughly readable style. Its maps and its eight illustrations are valuable additions to its information.

Our Guardian Fleets in 1805. By H. W. HOUSEHOLD. (3s. net. Macmillan.)

This is the third of Mr. Household's admirable studies of British Sea Power. It follows as a natural sequel to his "Fighting in the Days of Sail," which covered the naval wars of the seventeenth and eighteenth centuries. It is written on a different scale, however, as befits the importance of its theme. As Nelson stands out as the supreme seaman of all time, so does the Trafalgar Campaign rank pre-eminent among all maritime conflicts. Mr. Household provides a clear and succinct narrative of the events of the critical year 1805, following in the main the authoritative guidance of Sir Julian Corbett.

The Violet Crown and the Seven Hills. By E. M. BURKE. (3s. net. Herbert Russell.)

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(Continued on page 168.)

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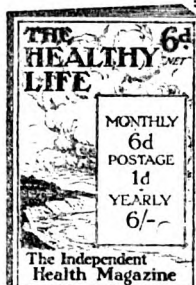
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Mr. Borchardt adopts the plan, now largely favoured by teachers, of making experimental work a leading feature in an introductory course on statics. It seems to be generally agreed that the historical order of development of the subject is also one well adapted to didactic purposes, and the book begins with a discussion of the mechanics of the lever, the oldest of machines. Thus, the treatment of moments and parallel forces precedes that of the parallelogram of forces. There is an abundance of examples, numerical and graphical, in addition to directions for carrying out experimental verifications of the principles enunciated. All the experiments described can easily be performed in any school laboratory, and a careful study of the results obtained will give the pupil a much firmer grasp of the subject than the working of ordinary examples will furnish. There is little in the book calling for criticism, but we must point out that the theory in sections 70, 71 is not applicable to experiment 20. In the experiment the friction is that between rolling bodies, while the theory is concerned with that between bodies sliding on one another. The table entitled "Approximate Values for Friction" (page 112) does not give the value of the friction between the cylinder and the plane. It is composed of several terms, but the principal part arises from the friction between the pulley and its axle, and is nearly proportional to $P \sin \frac{\alpha}{2}$.

Unified Mathematics. By Prof. L. C. KARPINSKI, Prof. H. Y. BENEDICT, and Prof. J. W. CALHOUN. (10s. 6d. net. Harrap.)

This is a course of mathematics for students in their first year at a university, and includes algebra, trigonometry, conics, and elementary analytical solid geometry. There are no great novelties in the presentation of the theory, but the writers have taken considerable pains to render the course attractive by the inclusion of numerous examples possessing intrinsic interest and importance. We have nothing but praise for the remarkably clear and carefully constructed diagrams, whose value is greatly enhanced by the employment of rectangular or polar co-ordinate lines of reference. Photographs are given of famous bridges whose geometrical characteristics furnish material for examples on the conics. The chapter on wave motion is illustrated by photographs of voice vibration records, alternating current oscillograms, rods and crank arms in automobile and locomotive engines. The war provides problems relating to range-finding and the rate of healing of wounds. Considerable attention is paid to the history of the subject, and the student is familiarized with the names and discoveries made by mathematicians from Ahmes onwards. Although certain American features render the use of this book in classes on this side of the Atlantic impracticable, teachers will obtain much profit and many useful suggestions from a perusal of its pages.

Elements of Vector Algebra. By Dr. L. SILBERSTEIN. (5s. net. Longmans.)

The author describes this slender volume as a synoptic presentation of the elements of vector algebra designed to meet the needs of those engaged in geometrical optics. It covers, with some amplification, the corresponding ground in the author's "Vectorial Mechanics" and in Heaviside's "Electromagnetic Theory"; Heaviside's notation being employed. The developments required in mathematical physics, involving the use of differential operators, are, of course, outside the range of the work. While one may be unable to accept the author's opinions of the value of the vector notation in numerical computation, there can be no question regarding the importance of the vector concept. Ability to think in vectors should be cultivated, and beginners will find this a very useful introduction to the subject.

MODERN LANGUAGES.

Mr. P. Selver, whose "Anthology of Modern Slavonic Literature in Prose and Verse" (Kegan Paul, 5s. net) was reviewed in our issue for January (page 56), writes:

"In the January issue of *The Journal of Education* my 'Anthology of Modern Slavonic Literature' receives a notice which begins as follows:—'Mr. Selver's anthology contains (his own?) translations from . . . &c. Let me point out to the writer of this that, if he had taken the trouble merely to look at the title-page of a volume which he professes to review, he would have been left in no doubt that all the translations in the book are by me.'"

Our reviewer wrote the title of the book as an anthology "compiled by" Mr. Selver instead of "translated by," as is clearly given on the title-page. He very much regrets the mistake and is sorry inadvertently to have done Mr. Selver an injustice.

"Grant's French Classics."—(1) *Les Plaideurs*. By RACINE. (2) *On ne badine pas avec l'Amour*. By DE MUSSET. (3) *Lettres et Pensées*. By Mme DE SÉVIGNÉ. (4) *L'Art Poétique*. By BOILEAU. (5) *La Petite Souris Grise et Autres Contes*. By Mme DE SÉGUR. (6) *Fables*. Books I-II. By LA FONTAINE. (7) *Le Cid*. By CORNEILLE. (8) *Une Passion dans le Désert*. By BALZAC. (9) *Contes de Fée*. By PERRAULT. (10) *Micromégas et Jeannot et Colin*. By VOLTAIRE. (11) *Oraisons Funébres*. By BOSSUET. (12) *Les Précieuses Ridicules*. By MOLIERE. Edited by DE V. PAYEN-PAYNE. (Each 4d. net.)

This series will be found useful, not only by the private reader, but also by teachers who wish to provide their pupils with literature to read out of school or who need cheap editions for rapid reading in class. The number of pages in a volume ranges from twenty-five to forty, the print is small but clear—for some reason usually clearer in the prose than in the poetry—and those who have no objection to columns will find the little volumes quite pleasant reading. Each work is prefaced by a short introduction containing a brief account of the author and a little sober criticism. It is not very easy, however, to know what the editor means when he says: "Molière is the embodiment of the Gallic genius in his independence, his impatience of restraint, and his belief in common sense." Is there anything specially French in these qualities? Nor should we call Voltaire's "Siècle de Louis XIV" "the model of political history." However, these are small blemishes; in general, the introductions are sound and useful. Mr. de Payen-Payne has, in this first dozen, kept to the beaten track; but the series is to be continued, and perhaps as it grows he will give us some of the less known gems of French literature as well as the old favourites.

SCIENCE.

Health in the Home. By A. KNYVETT GORDON. (5s. net. Jarrolds.)

Mr. Gordon here provides parents and others responsible for the care of children with a helpful guide as to what to do both in emergencies and in the everyday task of securing the healthy development of the bodies and minds of their charges. He has also much sane and valuable advice for adults, which will assist them in securing and maintaining health. He writes as one in authority, but with a sympathetic knowledge of human weaknesses. His remarks on the use and abuse of tobacco and alcohol are reasonable and temperate; in fact, throughout the book his style inspires confidence, and his clear exposition makes understanding simple. We cordially recommend the book to all who require trustworthy and modern counsel from an experienced doctor in the thousand and one difficulties which parents and house masters are called upon to handle.

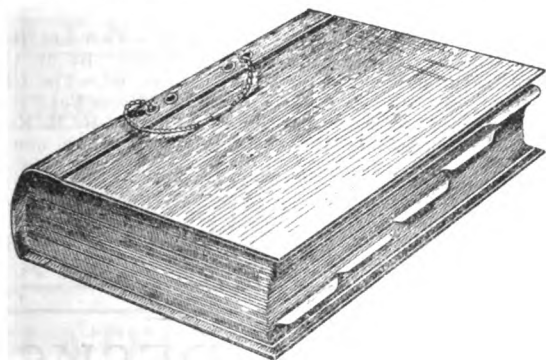
A Manual of Physics. By Dr. J. A. CROWTHER. (16s. net. Frowde, Hodder & Stoughton.)

The author states, in his preface, that this book is intended, in the first place, for first year medical students. As regards the scope of the work and the arrangement of subjects, it will admirably meet their requirements, but it is doubtful if the treatment is sufficiently full for ordinary science students. The usual order of subjects is followed—mechanics, heat, light, sound, magnetism, and electricity. The treatment of heat and light appear to be sufficiently full, but that of sound is very short, and the subject of current electricity might with advantage have been dealt with more fully. The descriptive matter is clear and concise, but certain slips naturally occur. For example (page 7): 22 feet per second is not 16 miles per hour; (page 394), it is some twenty years since the magnetic declination in this country was 17°; (Figs. 236, 237, and 238), the lines of force should be at right angles to the conducting surfaces upon which they arise, as the student is told on page 222. More serious, however, is the statement, on page 169, that specific heat is a "ratio." It is curious how this statement survives in many elementary textbooks, although all other physical quantities, even latent heats, are defined from unit conditions. How would the author define the specific heat of, say, copper when cooling from 200°C. to 150°C.? Again, the experiment indicated on page 167 is too inexact to take as a foundation for the discussion of quantities of heat. One would gather from page 168 that it is quite an easy matter to determine accurately the amount of ice melted when a hot body is placed on a block of it. Several figures are drawn without due regard being paid to reality. Thus, the bending of the support in Fig. 72 would have more effect on the micrometer than would the expansion of the tube; the weight in Fig. 117 is quite inadequate to produce the required effect; and Fig. 188 is likely to mislead the student. The confusion between potential difference and electromotive force which is usually found in textbooks is not satisfactorily removed.

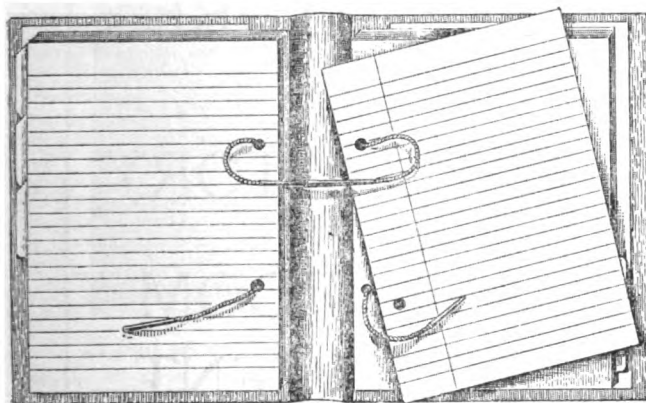
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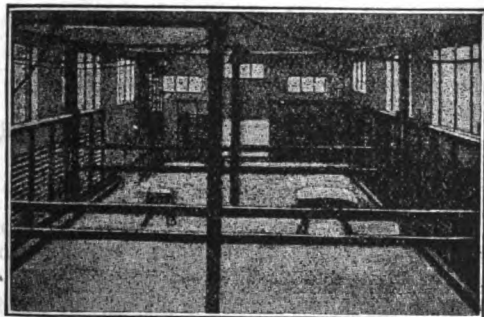
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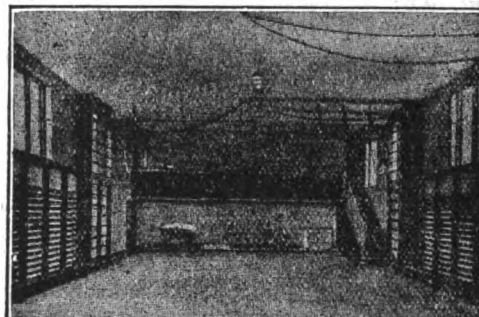
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[Owing to pressure on our space, the titles of some books are unavoidably held over.]

PRIZE COMPETITIONS.

THE winner of the January competition is Miss Florence Rahilly, St. Anne's College, Sanderstead, Surrey.

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There were some good versions of the extract from Paul de Saint-Victor, but too many were disfigured by "transliterations"—*Misère* is not "misery," but "poverty" (Don César was never miserable); *peuplade* is not "population," but "tribe," in its colloquial signification; *folle* is not "foolish," but "wild"; *clercs* not "clerks," but "theological students" (this being too heavy for a translation, the prize-winner's "clerics" may be accepted). A remarkable number of competitors failed to see the point of *Ce chevalier de joyeuse figure*. Obviously the author is contrasting Don César with another famous gentleman of Spain who is known to the French as *le chevalier de la triste figure*. Some phrases offered real difficulties to those who are not familiar with Victor Hugo's play. *La cape en dents de scie* is taken from Don Salluste's description of "César" in Act I, Scene II; the torn, jagged edges of the garment are likened to a saw, not one of Hugo's happiest comparisons; *le feutre* is depreciatory (*un vieux feutre fané* in the play), "his old tile"; so probably is *la rapière à*

(Continued on page 176.)

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l'échine, "his rapier hanging down his back," not in its proper place. The last sentence refers to Don César's speech:

"J'ai vu des femmes jaunes, bleues,
Noires, vertes. J'ai vu des lieux du ciel bénis,
Alger, la ville heureuse, et l'aimable Tunis,
Où l'on voit, tant ces Turcs ont des façons accortes,
Force gens empalés accrochés sur les portes."

Paul de Saint-Victor's appreciation is rather florid, and he is as careless in quoting Hugo as Hugo is in quoting history; the description of Goulatromba does not belong to that personage, but to another unnamed friend of César's. The prize-winner's version is spirited, but we see no need for the foreign words, "gitanas," "zingaro," and "alguazils." Are not "gipsy" and "watchman" near enough? "Picaresque," too, is hardly English; we suggest "vagabond." *Chaque mot le campe* is difficult; we must either omit it and translate "Every word and every gesture reveals him . . ." or else render freely "Every word characterizes him."

We classify the 105 versions received as follows:—

Class I.—(a) Bésigue, Pioneer, Noémi, Esse quam videri, PEPINO, Beloved Physician, Wanderer.

(b) Paulus, Emile, Moi, Glenleigh, Menevia, Krypton, Hibernia, Rabbit, Gothicus, Garnet, Fitzalan, Carisbrooke.

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Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

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WANDSWORTH TECHNICAL INSTITUTE SECONDARY SCHOOL. Required for September, MASTER with good Honours degree in History, and with experience in teaching History.

Commencing salary £225 to £315, according to experience, rising to £440. Application on forms to be obtained from the Honorary PRINCIPAL, Technical Institute, Wandsworth, S.W. 18, returnable not later than 19th March, 1920.

THE RED MAIDS' SCHOOL, WESTBURY-ON-TRYM, BRISTOL. Wanted, after Easter, a good ART MISTRESS, able to take some general Form work, preferably in the Lower School. Salary according to qualifications and experience. The School is a Public, Secondary, Residential one of 80 boarders. Apply to the HEAD MISTRESS.

Posts Vacant—continued.

SCHOLASTIC.—EASTER VACANCIES. Graduates and other Assistant Masters seeking appointments in Secondary and other Schools should apply (at once), stating qualifications and enclosing copies of testimonials to Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 12 & 13 Henrietta Street, Covent Garden, London, W.C. 2.

DENBIGHSHIRE EDUCATION AUTHORITY.**COLWYN BAY COUNTY SCHOOL.**

Applications are hereby invited for the post of HEAD MASTER of the above School, the duties to commence in September, 1920.

Commencing salary £550 per annum. Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

Applications endorsed "Head Master Colwyn Bay County School," accompanied by copies of three recent testimonials, must reach the undersigned on or before the 13th March, 1920.—10 copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.
Secretary and Director of Education.
Education Offices, Ruthin.
23rd January, 1920.

DENBIGHSHIRE EDUCATION AUTHORITY.**RUABON COUNTY INTERMEDIATE BOYS' SCHOOL.**

Applications are hereby invited for the post of HEAD MASTER of the above School.

The Head Master will receive a fixed stipend of £180 per annum, and a Capitation payment for each Scholar in the School calculated on such a scale, uniform or graduated, as may be fixed from time to time by the School Governors, at the rate of not less than £1 10s., nor more than £3 a year, but in no case shall the salary be less than £500 per annum.

The Head Master will also be provided with a house free of rent, rates, and taxes.

Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

The person appointed will be required to carry out, and be subject to, the provisions of the Denbighshire Intermediate and Technical Education Scheme No. 11, and any amendment thereof which may be hereafter made so far as the same relates to the Ruabon County Intermediate School.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card. Canvassing disqualifies.

Applications endorsed "Head Master Ruabon County School," accompanied by copies of three recent testimonials must reach the undersigned on or before the 13th March, 1920.—10 copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.
Secretary and Director of Education.
Education Offices, Ruthin.
23rd January, 1920.

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free. — Dutton's College,
Desk T 97, SKEGNESS.

READING EDUCATION COMMITTEE.

KENDRICK GIRLS' SCHOOL.
Wanted, at the end of April, an ENGLISH MISTRESS with good qualifications.
Salary scale and forms of application to be obtained from HENRY T. PUGH,
Clerk to the Education Committee.
Education Office,
Blagrove Street, Reading.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.
MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

BEDFORD GIRLS' MODERN SCHOOL.—Wanted, in May, FORM MISTRESS for Middle School. English, French, Arithmetic, Degree and experience desirable. Salary from £150, according to scale. Apply—HEAD MISTRESS.

Posts Vacant—continued.**NORTHUMBERLAND EDUCATION COMMITTEE.**

ASSISTANTS required for the following schools:

SCHOOL.	ASSISTANT WANTED.	SUBJECTS.
Berwick High (Girls).	Form Mistress at beginning of Summer Term.	To organize and teach French throughout the School. English Language and Literature in Senior Classes. Post-Matriculation work required. Residence abroad and good Secondary School experience essential. Special subject: Geography.

Do.	Form Mistress (temporary or permanent appointment).	Form Master.	English and History. Experience in taking Singing and Music essential.
Wallsend Secondary (Boys).			

Salary according to scale; allowance made for previous experience in fixing the initial salary. Return railway fare is allowed for teachers residing at a distance for each complete term of service. Forms of application may be obtained from the DIRECTOR OF EDUCATION, The Moothall, Newcastle-on-Tyne.

COUNTY BOROUGH OF WEST HARTLEPOOL.**DIRECTOR OF EDUCATION.**

Applications are invited for the post of DIRECTOR OF EDUCATION, at a commencing salary of £500 per annum, rising to £600 by two annual increments of £50.

A Graduate of a British University with teaching experience required.

Forms of application and other particulars may be obtained from the undersigned.

Applications to be sent in before 8th March.
Education Offices, J. G. TAYLOR,
West Hartlepool, Secretary.
6th February, 1920.

COUNTY BOROUGH OF SOUTHPORT. EDUCATION COMMITTEE.**NEW SECONDARY SCHOOL FOR BOYS.****HEAD MASTERSHIP.**

The Governors of the above School invite applications for the position of HEAD MASTER.

The School will be commenced in temporary premises at the "Woodlands," Lord Street, pending the erection of a new School with accommodation for 500 boys, which is to be proceeded with immediately on a site of 15 acres on the sea front.

Commencing salary, not less than £800 per annum.

It is intended that the School shall be conducted as far as possible after the manner of a Public School for Day Boarders, for which purpose the new School buildings are being specially designed, and it is therefore desirable that candidates should have had some Public School experience.

An Honours Degree of a British University will be looked for.

The School will be grant-earning, and be conducted under Articles of Government formulated in accordance with the Board of Education's Regulations.

Applications, endorsed "Head Master, Secondary School," accompanied by copies of three recent testimonials, should reach the undersigned on or before Tuesday, March 9th, 1920.

Education Offices, W. ALLANACH,
2 Church Street, Correspondent and
Southport, Director of Education.
February 1920.

CITY OF SHEFFIELD. EDUCATION COMMITTEE.**TECHNICAL SCHOOL OF ART, ARUNDEL STREET.**

Required, an ART INSTRUCTOR to teach Preparatory Art subjects. Applicants should be well qualified and have had experience with special Art Classes for Teachers in Training Colleges, Elementary, and Secondary Schools. Salary according to qualifications and experience; minimum £200, rising by annual increments of £12, 10s. to £400.

Application forms, which may be obtained at this Office, should be completed and returned to the undersigned not later than March 13th, 1920.

PERCIVAL SHARP,
Director of Education.
Education Office,
Leopold Street, Sheffield.

TYPEWRITING and Duplicating,
MSS., &c.; accurate, prompt.—MILNER, 18 Cardigan Street, Cardiff.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational Agents (Estd. 1833),

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

(For many years at 34 BEDFORD STREET, STRAND, LONDON, W.C.)

Telegraphic Address:
Scholasque, Westrand,
London.

SCHOOL TRANSFER DEPARTMENT.

Telephone:
Gerrard 7021.

Schools transferred and valued. No charge whatever will be made to vendors of Schools or School Partnerships by Messrs. GRIFFITHS, POWELL & SMITH unless a sale is effected or agreed upon. No commission charge whatever made to Purchasers of Schools or School Partnerships.

Applications from intending purchasers are solicited for the following properties:

GIRLS' SCHOOLS.

Sussex.—For Transfer or Partnership, high-class Boarding and Day School, with Kindergarten Department. Gross receipts £2,500. Net profits about £700. Number of Boarders 9, paying up to 111 guineas. 21 Day Pupils, paying £4. 4s. to £8 8s. per term. Price for goodwill £1,500. Half-share £750.—No. 7,082.

Devonshire.—Girls' Boarding and Day School: few Boys taken. Gross receipts £1,540. 15 Boarders and 20 Day Pupils. The vendor would accept one term's fees for goodwill.—No. 7,086.

Wilts.—Girls' Boarding and Day School. Established 40 years. Gross receipts about £2,200. Net profits £700. 25 Boarders and 70 Day Pupils. Price for goodwill £700. School and household furniture optional.—No. 7,095.

Somerset.—Boarding and Day School. Established many years. Gross receipts about £1,400. Number of Boarders 18, and 4 Day Pupils. Goodwill by arrangement. Vendor would be willing to remove her boarders to another school at the seaside.—No. 7,040.

BOYS' SCHOOLS.

London.—Old-established Boys' Boarding and Day School. Gross receipts over £2,000. 14 Boarders and 86 Day Pupils; also a few Foreign Boarders, paying £120 per annum. Price for goodwill and school furniture about £1,400.—No. 8,028.

Sussex (Seaside).—Boys' Preparatory Boarding and Day School. Gross receipts £450. 18 Boarders and 4 Day Pupils. Goodwill by arrangement, or possibly one term's capitation fees might be accepted.—No. 8,032.

London.—Old-established Boarding and Day School. 9 Boarders and about 71 Day Pupils. Price for goodwill and school furniture £1,000.—No. 8,007.

Surrey.—Most successful Preparatory School. 30 Boarders paying about 90 guineas, and 52 Day Pupils averaging £12. 12s. a Term. The Vendor is asking £20,000 for the place as it stands, goodwill, furniture, house, school building. Separate house and cottage.—No. 8,001.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—

GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Posts Vacant—continued.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, FOLKESTONE. SENIOR MATHEMATICAL MISTRESS required. Honours degree and either training or experience essential.

Initial salary £170 to £180, according to qualifications, with an allowance for approved experience and training up to £100. Maximum £320.

Forms of application may be obtained from C. A. B. GARRETT, Esq., Technical Institute, Folkestone, and should be returned to the HEAD MISTRESS, County School for Girls, Folkestone, as soon as possible.

19th February, 1920. E. SALTER DAVIES,
Director of Education.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, ASHFORD.

Required, for the Summer Term, 1920, a temporary ASSISTANT MISTRESS. Preference will be given to an experienced Science Graduate, qualified to teach, in the Upper School, Botany and Mathematics, together with some elementary Zoology.

Salary up to £85 per term, according to qualifications and experience. Forms of application may be obtained from the HEAD MISTRESS, County School for Girls, Ashford, Kent, to whom they should be returned as soon as possible.

9th February, 1920. E. SALTER DAVIES,
Director of Education.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, TUNBRIDGE WELLS.

Required, in September, a SCIENCE MISTRESS able to undertake advanced work. Qualifications in Chemistry essential. Scale salary £160 to £180, according to qualifications, rising to a maximum of £320 or £350. Allowance will be made for length of experience in fixing the initial salary.

Forms of application will be forwarded on receipt of a stamped addressed envelope by Dr. J. LISTER, Technical Institute, Tunbridge Wells, and should be returned to the HEAD MISTRESS, County School for Girls, Tunbridge Wells, as soon as possible.

20th February, 1920. E. SALTER DAVIES,
Director of Education.

Posts Vacant—continued.

KENT EDUCATION COMMITTEE.

JUNIOR TECHNICAL SCHOOL AND TECHNICAL INSTITUTE, SHEERNESS.

Applications are invited for the following appointments:—

(1) ASSISTANT MASTER to teach English, History, and French.

(2) ASSISTANT MASTER to teach Mathematics and Physics.

Preference will be given to University Graduates. Successful candidates will be required to begin at the opening of the Summer Term.

Initial salary £140 to £220, according to qualifications, together with an allowance for approved experience and training up to £115, and rising to a maximum of not less than £250 and not more than £420, in accordance with the Committee's scale.

Forms of application may be obtained from Mr. A. H. BALL, Technical Institute, Sheerness, to whom they should be returned as soon as possible.

13th February, 1920. E. SALTER DAVIES,
Director of Education.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, TONBRIDGE.

Required, for the Summer Term, an ASSISTANT MISTRESS to take Gymnastics and Games.

Initial salary £150 to £160, according to qualifications, together with an allowance for approved experience and training.

Forms of application may be obtained from Mr. T. NEWSOME, Technical Institute, Tonbridge, and should be returned to the HEAD MISTRESS, County School for Girls, Tonbridge, as soon as possible.

20th February, 1920. E. SALTER DAVIES,
Director of Education.

COLSTON'S GIRLS' SCHOOL, BRISTOL.

Wanted for September:—
(1) SENIOR HISTORY SPECIALIST, to be responsible for Advanced Course work, and to organize the subject throughout the School. Oxford Honours or Cambridge Tripos qualification desired.

(2) Experienced PHYSICS MISTRESS for Advanced Course work. Honours degree essential.

Salary in each case according to qualification and experience. Apply to the HEAD MISTRESS.

Posts Vacant—continued.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

RUTHERFORD COLLEGE.

Head Master: J. B. GAUNT, Esq., B.A., B.Sc.

Wanted, for the Secondary School for Boys (the staff now to be completed by the replacement of permanent Masters for temporary war-time Masters):—

(a) SENIOR SUBJECT MASTER FOR HISTORY. (Honours degree and good experience essential; Geography an additional recommendation.) Salary £50 additional at all points of scale under (b) below.

(b) ASSISTANT MASTERS. (Various subjects, e.g. English, French, History, Mathematics, Music, Science, Spanish.) Salaries in accordance with new Interim Scale pending formulation of National Scale, viz. £180—£10—£240—£15—£15—£400, with additional payment of £10 for each of First and Second Class Honours Degree and Teachers' Certificate.

(c) MANUAL INSTRUCTOR. Salary £180—£10—£300.

Applications to be received not later than 7th March, 1920. Form of application and scale of salaries by sending stamped addressed foolscap envelope, and mentioning post concerned, to

THOS. WALLING,
Acting Director of Education,
Northumberland Road,
Newcastle-upon-Tyne.

COLSTON'S GIRLS' SCHOOL, BRISTOL.

Required, in April, experienced SCIENCE MISTRESS for Middle and Upper School, with some Advanced Course work. Chief subject, Botany; a knowledge of School Gardening desirable.

Salary according to qualifications and experience. Apply to the HEAD MISTRESS.

MENTHOLIN PASTILLES

4 oz. post free 3/-.

Sample oz. post free 10d.

W. STEWART ADAMSON, Pharmacist,
3 LUDGATE BROADWAY, E.C.4.

WANTED, after Easter, for a Private School for Girls, a well qualified MISTRESS to teach Mathematics and some other subject. Salary £100 resident.—Miss ROBERTS, The Kerri School, Reigate, Surrey.

Posts Vacant—continued.**COUNTY BOROUGH OF CROYDON.—EDUCATION COMMITTEE.**

BOROUGH SCHOOL FOR GIRLS,
THE CRESCENT, CROYDON.

Wanted for next September. Two SCIENCE MISTRESSES. Special subjects, Chemistry and Physics, with Nature Study subsidiary.
One MATHEMATICAL MISTRESS.
An Honours Degree, training, or experience necessary in each case.

Scale of salary, £150, rising by £10 per annum to £350. Initial salary according to experience.

Application forms may be obtained from the Head Mistress, Miss R. WELLMAN, B.A., Borough Secondary School for Girls, The Crescent, Croydon.
16th February, 1920. JAMES SMYTH, Clerk.

JUNIOR MUSIC MISTRESS (resident) wanted to teach Piano, Rhythmics, and Class Singing in Girls' small Boarding School; if possible to help also with Junior Form subjects. Apply—Miss ENGLISH, Harpenden Hall, Herts.

ENGLISH MISTRESS (resident) required in May for Private School on Froebelian lines. History or Geography as chief subject; Latin or elementary Mathematics secondary. Games desirable. Apply, stating age, qualifications, and salary required, to Miss BAILEY, Brantwood, Onslow Road, Richmond, Surrey.

MALVERN GIRLS' COLLEGE, WORCESTERSHIRE.

1. Wanted, after Easter, an experienced MISTRESS to teach Divinity in the Middle and Senior Schools. Churchwoman essential. The post is a resident one, and a good salary is offered to a suitable candidate.

2. A BOTANY SPECIALIST to teach Botany from Form III upwards. Geography subsidiary a recommendation.

Wanted, in September, an ASSISTANT MISTRESS to teach Geography on modern lines. Good qualifications and experience essential.

Initial salaries, £150 to £180, according to qualifications, rising £10 per annum to a maximum of £350. If resident, a deduction of £50 is made for board and residence.

Apply, with full particulars, to the VICE-PRINCIPAL, Ivydene Hall, Malvern Girls' College.

TYPEWRITING.—Authors' MSS., Examination papers, Letters, Circulars, general copying, duplicating, &c. — J. TRIMNELL, 8 Moira Terrace, Cardiff.

REQUIRED, next Term, resident, experienced MISTRESS for French and German to Matriculation standard. Mention subsidiary subjects: Mathematics or Music preferred. PRINCIPAL, Baliol School, Sedburgh.

MISTRESS to teach Mathematics and Latin or Science. Experienced and qualified resident post. Apply fully—PRINCIPAL, Byculla, Merton Road, Southsea.

FRENCH MISTRESS, resident, required in May. School experience necessary.—PRINCIPAL, Byculla, Merton Road, Southsea.

A MATHEMATICAL MASTER is required after Easter in King Edward's School, Birmingham. A Cambridge First Classman preferred. Initial salary not less than £300 (non-resident), and the prospects are good. Service fully recognized by the Board of Education for pension purposes. Applications and testimonials should be sent as soon as possible to R. CARY GILSON, Esq., Head Master.

BATH HIGH SCHOOL (G.P.D.S.T.).—Wanted at the end of April or in September, a MATHEMATICAL MISTRESS. Salary according to scale, £170–£10–£250. Apply to the HEAD MISTRESS.

REQUIRED, after Easter, in Richmond Lodge School, Belfast (day school), two ASSISTANT MISTRESSES, to teach (1) Nature Study and Gardening, with some Junior Mathematics; (2) Swedish Gymnastics and Games. Salaries £100 a year and comfortable residence. Please apply—HEAD MISTRESS.

NEWARK HIGH SCHOOL.—Wanted, after Easter, experienced MISTRESS, to teach French and English. Salary according to scale. Apply—HEAD MISTRESS.

ST. MARY'S SCHOOL, CALNE, WILTS.—MISTRESS required, for May or September, to teach Latin throughout the School. Salary according to qualifications and experience. Apply—Miss MATTHEWS.

MESSRS. GRIFFITHS, POWELL & SMITH,

Educational Agents (Established 1833).

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at

34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

TO ASSISTANT MISTRESSES.

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

EASTER VACANCIES.**GENERAL.**

Assistant Mistress for Latin and English subjects. Salary £130 resident. School near London.—No. 639.

Assistant Mistress for Latin, Mathematics, Physics or modern Geography, to Lond. Maric. standard. Salary £100 upwards resident. (Midlands).—No. 602.

Assistant Mistress for Mathematics, some Science or Latin. Salary £80 resident. (Hants).—No. 601.

Assistant Mistress for English, Arithmetic, French, and Drill. Salary £90 resident. (Midlands).—No. 590.

English Mistress for usual English subjects to Local Exam. standard. Mathematics a recommendation. Salary £80 resident. (Kent).—No. 588.

Senior Assistant Mistress for all English subjects. Churchwoman and communicant. Salary about £80 resident. (Midlands).—No. 584.

Two Mistresses wanted to take between them Mathematics, Geography, History, and English. Salary £150 to £250. Roman Catholics essential. Secondary Day School.—No. 572.

Canada.—Well-qualified Art Mistress wanted in September next. Salary £100 res.—No. 610.

Assistant Mistress for Latin and Mathematics, usual English. Salary £80 to £100 resident. (Kent, near London).—No. 567.

English Mistress to take all branches of English to Higher Certificate standard. Salary about £100 resident. (Bucks).—No. 553.

Assistant Mistress for Latin, Mathematics, Geography, and Ablett's Drawing. Salary £80 resident. (N. Wales).—No. 548.

Well-qualified Assistant Mistress for Geography, History, English Composition, and Latin. Salary £100 to £150 resident. (Sussex).—No. 534.

Assistant Mistress for Botany, Elementary Science, and Modern Geography. One holding a degree desired. Salary £115 resident. (Essex).—No. 603.

Form Mistress wanted for Form III, average age of pupils 12, and to take either History or Geography with older girls. R.C. essential. Salary £100 resident. (Bucks).—No. 595.

Assistant Mistress wanted to teach Algebra, Geometry, and Botany to Senior Cambridge standard. Salary £80 resident. (Mon.).—No. 591.

English Mistress wanted for thorough French, able to prepare for Higher Exams. Salary £65 resident. (Essex).—No. 604.

KINDERGARTEN.

Fully Qualified Kindergarten Mistress. Salary £90 resident. (School near London).—No. 633.

Kindergarten Mistress with Higher Froebel Certificate. Salary £65 resident. (Middlesex).—No. 628.

Kindergarten Mistress with Froebel Certificate. Salary £60 resident. (Surrey).—No. 619.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses.

Numerous posts for Junior Mistresses asking salaries from £35 to £50 resident.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

Particulars of suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 178 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.
Telegraphic Address: "Scholasque, Weststrand, London." Telephone: Gerrard 7921.

Kindergarten—Continued.

Kindergarten Mistress with experience. Salary £60 resident. (Somerset).—No. 612.

Junior Form Mistress for Form I, able to take Needlework and Class Singing. Public Secondary School. (Worcester).—No. 607.

Trained Kindergarten Mistress. Salary £65. (Yorks).—No. 600.

Kindergarten Mistress with Froebel Certificate. Salary according to qualifications. (Somerset).—No. 593.

Form Mistress wanted for Form II, one holding N.F.U. Junior Form Certificate or Higher N.F.U. Initial Salary £140. (Yorks).—No. 580.

Fully Qualified Kindergarten Mistress with N.F.U. Certificate. Good salary, resident. (Berks).—No. 571.

GYMNASTIC AND GAMES.

Games Mistress with Junior English. Salary £130 resident. School near London.—No. 641.

Drill and Games Mistress for Public Secondary School. Salary £160.—No. 630.

Physical Training Mistress. Bedford or Dartford for preference. Salary £70. (Norfolk).—No. 624.

Drill and Games Mistress, fully qualified. Hours 9-1 only. Salary £80 resident. (Essex).—No. 611.

Gymnastic Mistress with Osterberg, Chelsea, Bedford or Anstey Training preferred. Salary according to qualifications. (London).—No. 577.

Drill and Games Mistress wanted. Salary £80 resident. (Herefordshire).—No. 524.

MUSIC.

Experienced Music Mistress. L.R.A.M. or equivalent. Piano (Matthay) and Class Singing. Salary according to qualifications. First-class Boarding School. (Sussex).—No. 644.

Music Mistress. Piano, Theory, Solo, and Class Singing, to prepare for all Associated Board Examinations. Salary £80 resident. (Kent).—No. 587.

Head Music Mistress. L.R.A.M. Able to prepare for Examinations. Salary £80 resident. (Staffs).—No. 584.

Senior Music Mistress. L.R.A.M. Piano (Matthay), and capable of taking good Theory classes in all grades of Music. Salary about £80 resident. (Sussex).—No. 569.

Music Mistress. L.R.A.M. essential. Piano, Theory, Harmony, &c. Salary according to qualifications. (Mon.).—No. 560.

Senior Music Mistress able to prepare for Exams. Salary £80 resident.—No. 531.

Music Mistress for Piano, Harmony, and Solo Singing. Salary £70. (Cheshire).—No. 506.

Posts Vacant—continued.**MANCHESTER MUNICIPAL COLLEGE OF TECHNOLOGY. APPOINTMENT OF AN ASSISTANT LECTURER IN PHYSICS.**

The Governing Body invites applications for an Assistant Lectureship in Physics in the College of Technology.

Salary: £350 per annum.

Conditions of appointment and form of application may be obtained from the Registrar, College of Technology, Manchester. The last day for the receipt of applications is Monday, 15th March, 1920.

Canvassing, either directly or indirectly, will disqualify a candidate for appointment.

MANCHESTER MUNICIPAL COLLEGE OF TECHNOLOGY. APPOINTMENT OF A LECTURER IN MATHEMATICS.

The Governing Body invites applications for a Lectureship in Mathematics in the College of Technology.

Salary: £500 per annum.

Conditions of appointment and form of application may be obtained from the Registrar, College of Technology, Manchester. The last day for the receipt of applications is Monday, 15th March, 1920.

Canvassing, either directly or indirectly, will disqualify a candidate for appointment.

MANCHESTER MUNICIPAL COLLEGE OF TECHNOLOGY. APPOINTMENT OF A DIRECTOR OF STUDIES.

The Governing Body invites applications for appointment as Director of Studies in the College of Technology, at a salary of £600 a year.

The conditions of appointment and forms of application may be obtained from the Registrar, College of Technology, Manchester. The last day for the receipt of applications (which should be addressed to the Registrar) is Monday, 1st March.

Canvassing members of the Governing Body, either directly or indirectly, will disqualify a candidate.

UNIVERSITY OF BRISTOL. DEPARTMENT OF EDUCATION: MEN'S DIVISION.

Six temporary ASSISTANT LECTURERS will be appointed for the session 1920-21, at salaries of £300 each. If admissions justify it, the appointments may be continued for the following session 1921-2; and it is hoped that one or two at least may be continued permanently.

Applicants must be trained graduates with good teaching experience. Well-qualified women applicants might be considered.

Particulars from the REGISTRAR, to whom applications should be addressed not later than March 20th.

STOCKPORT HIGH SCHOOL.—

Wanted, after Easter, an ASSISTANT MISTRESS to teach French. Honours degree desirable. Salary £160 to £350, by £12. 10s. Years of service in recognized Secondary Schools counted. Apply—HEAD MISTRESS.

REQUIRED in May, ASSISTANT MISTRESS (resident). Essential subject: good Geography. Subsidiary: Elementary Mathematics, Scripture. Churchwoman. Apply—HEAD MISTRESS, Clergy Daughters' School, Casterton, Kirkby Lonsdale, Westmorland.**BROMYARD GRAMMAR (MIXED) SCHOOL.**

Applications are invited for the Post of HEAD MASTER of the above named Grammar School to commence duties in September next.

Accommodation 140. Salary £500, rising by two annual increments of £25 to £550, with house and garden rent free.

Applicants must be graduates of a University of the United Kingdom.

The School will be conducted as a Secondary School with a distinctive rural bias.

Applications on the prescribed form, endorsed "Head Master," should be sent to the undersigned so as to reach him not later than first post on Thursday, 8th April next. Copies of not more than three recent testimonials should accompany the application.

Canvassing will be a disqualification. Forms of application will be forwarded on receipt of a stamped addressed foolscap envelope.

SIDNEY SIRRELL,
Clerk to the Governors.

Broad Street,
Bromyard.
18th February, 1920.

Posts Vacant—continued.**LONDON COUNTY COUNCIL.**

APPLICATIONS are invited from candidates for the undermentioned positions:—

1. CARLYLE SCHOOL, HORTENSIA ROAD, WEST BROMPTON, S.W. 10.

(a) Two FORM MISTRESSES.

(i) Principal subject HISTORY, subsidiary subject ENGLISH or GEOGRAPHY.

(ii) SCIENCE, MATHEMATICS, and GAMES.

(b) DOMESTIC SUBJECTS MISTRESS, with MATHEMATICS as subsidiary subject.

Applicants for the above positions will be required to commence work in April, 1920.

(c) FORM MISTRESS to teach FRENCH and GERMAN (Direct Method), subsidiary subject LATIN or GEOGRAPHY. To commence work in September, 1920.

2. COUNTY SECONDARY SCHOOL, CLAPTON, LAURA PLACE, LOWER CLAPTON ROAD, E. 5.

A SCIENCE MISTRESS required for Summer or Autumn term. Applicants should state whether they are able to help in any other school subject.

3. COUNTY SECONDARY SCHOOL, FULHAM, MUNSTER ROAD, FULHAM, S.W. 6.

A SENIOR MATHEMATICAL MISTRESS to commence work in September, 1920.

4. COUNTY SECONDARY SCHOOL, KENTISH TOWN, HIGHGATE ROAD, N.W. 5.

(a) A SCIENCE MISTRESS, with BOTANY as special subject.

(b) A JUNIOR FORM MISTRESS, able to teach some ELEMENTARY SCIENCE and MATHEMATICS.

(c) A JUNIOR FORM MISTRESS, able to teach FRENCH, SCRIPTURE, or LATIN.

(d) A MATHEMATICS MISTRESS, with GEOGRAPHY as subsidiary subject.

(e) A GYMNASIUM and GAMES MISTRESS, Bedford College or Dartmouth preferred.

5. PADDINGTON AND MAIDA VALE HIGH SCHOOL, ELGIN AVENUE, W. 9.

A DOMESTIC SCIENCE MISTRESS to teach NEEDLEWORK and COOKERY, and organize the school dinners. Diploma essential.

6. COUNTY SECONDARY SCHOOL, PUTNEY, WEST HILL, S.W. 15.

Two FORM MISTRESSES to teach

(a) SCIENCE.

(b) MATHEMATICS to standard of Intermediate Science Examination.

An advanced course in Science and Mathematics is in contemplation.

Commencing salary attaching to all the positions, except 1 (b), 4 (e), and 5, is £180 a year to £240 a year, according to experience, rising by £10 to £310 a year. The commencing salary attaching to the positions of 1 (b), 4 (e), and 5 is £180 a year, rising by £8 to £260 a year.

Candidates for the above-named positions must hold a good Honours degree or other special qualification for the position.

Forms of application may be obtained from the EDUCATION OFFICER, London County Council Education Offices, Victoria Embankment, W.C. 2. A stamped addressed envelope should be sent. The forms must be returned to the Head Mistress of the School by 11 a.m. on the dates specified.

(1) 1st March, 1920; (2) and (4) 20th March, 1920; (3) 15th April, 1920; (5) 13th March, 1920; (6) 15th March, 1920. Canvassing disqualifies.

JAMES BIRD,

Clerk of the London County Council.

THE SALT SCHOOLS, SHIPLEY

The Governors invite applications for the appointment of HEAD MISTRESS of the Salt Girls' High School, to commence her duties in September next. Candidates must be Graduates (preferably in Honours) of a University in the United Kingdom, or possess equivalent qualifications. Initial salary, £350 to £450 per annum, according to qualifications and experience. The number of pupils at present in the school is 254.

Further particulars and forms of application may be obtained from the undersigned by forwarding stamped directed envelope, and should be returned not later than March 8, 1920.

WALTER POPPLESTONE, Secretary.
Education Office,
Saltaire Road, Shipley.

SHEFFIELD HIGH SCHOOL.—

(1) SENIOR ENGLISH MISTRESS, experience desirable; (2) GYMNASIUM and GAMES MISTRESS; (3) JUNIOR MATHEMATICS and SCIENCE MISTRESS, (4) VIOLIN MISTRESS—Visiting. Salary scale. To begin work April 28th. Apply to the HEAD MISTRESS, enclosing testimonials.

Posts Vacant—continued.**CAMBRIDGESHIRE EDUCATION COMMITTEE.**

CAMBRIDGE AND COUNTY SCHOOL FOR BOYS, CAMBRIDGE.

Required, for next term, a TEACHER OF BIOLOGY (man or woman) to take Botany and Zoology up to Scholarship standard. A knowledge of the Agricultural and Horticultural aspects of the subjects is desirable. Salary £200-350, according to qualifications and experience, rising to £450. The school has a large garden, orchard, and greenhouse, and good opportunities for research work are available. For form of application apply—EDUCATION SECRETARY, County Hall, Cambridge.

7th February, 1920.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

SOHAM GRAMMAR SCHOOL.

Wanted, for next Term, an ASSISTANT MASTER for French and Geography. Forms of application and scale of salaries may be obtained of the EDUCATION SECRETARY, County Hall, Cambridge.

13th February, 1920.

WANTED, after Easter, a MISTRESS with Degree to teach Science (especially Physics) and good Mathematics. Churchwoman. Salary according to qualifications. Apply—HEAD MISTRESS, St. Aidan's High School, Albany Road, Stroud Green, N.4.

MUSIC STUDENT (over 17 years) required in Girls' Boarding School to overlook the practising of young children and receive preparation for advanced pianoforte examination. Knowledge of violin desirable. Premium required. Apply, with photo, stating proficiency—Mrs. LEIGH, The High School, St. Anne's-on-Sea.

THE WAKEFIELD ENDOWED HIGH SCHOOL FOR GIRLS.

APPOINTMENT OF HEAD MISTRESS.

The Governors of the Wakefield Girls' High School are prepared to receive Applications for the above position from Ladies holding a University Degree or its equivalent. Initial Salary £650 per annum. Number of pupils about 530 at present. Duties to commence in September next.

For further details and instructions to applicants apply forthwith to:—

ARTHUR H. BARNES, Clerk.

Governors' Office,
Market Street, Wakefield.
17th February, 1920.

SENIOR MISTRESS wanted, first-class Girls' School few miles from London. Botany, Modern Geography. Charge Form VI. Salary from £110 (resident).—HOOVER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W. 1.

BIRKENHEAD HIGH SCHOOL (G.P.D.S.T.).—

Wanted, in September: (1) SCIENCE MISTRESS to teach Chemistry and Physics, with subsidiary Botany if possible. Hons. degree or equivalent essential. (2) GEOGRAPHY MISTRESS, with subsidiary Arithmetic. Oxford Geography Diploma preferred. Initial salaries from £170, according to scale. Apply, with full particulars and copies of testimonials, to the HEAD MISTRESS.

A MASTER, experienced and interested in teaching of English. Hons. degree, good disciplinarian. £225 to £315 initial, according to experience. Apply—HEAD MASTER, Central Foundation School, Cowper Street, City Road, E.C. 2.

A MASTER for French, able to take Senior work if necessary. Good experience and discipline essential. Hons. degree. £225 to £315 initial, according to experience. Apply—HEAD MASTER, Central Foundation School, Cowper Street, City Road, E.C. 2.

BEDFORD GIRLS' MODERN SCHOOL.—Wanted, in May, ASSISTANT MISTRESS to take Botany, elementary Mathematics, and elementary Science. Degree and experience essential. Initial salary £160 to £220, according to qualifications. Apply—HEAD MISTRESS.

PRINCESS HELENA COLLEGE, READING.—Required, Resident MISTRESS, in May, to teach English and French. Honours Graduate essential, Oxford or Cambridge preferred. Experience desirable; good discipline; Church of England. Apply—PRINCIPAL.

RESIDENT HEAD MATRON required in May. Previous school experience essential, and, if possible, hospital training. Apply—Miss PARKER GRAY, Abbotsford, Broadstairs.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years. The following are some of the Vacancies for Mistresses for the present term and Easter, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ASSISTANT MISTRESS required in an important Girls' Boarding School, in the North of England. Subjects: Latin and Mathematics up to Matriculation standard, with Physics or Modern Geography. Salary from £100, together with board and residence.—No. 15,744.

ASSISTANT MISTRESS, to teach good English, Mathematics, and Latin, in large Girls' School in the North of England. Graduate, with some experience desired. Salary from £100 to £120, together with board and residence.—No. 15,685.

SENIOR ASSISTANT MISTRESS required in May, for a new Junior School, to be opened, in connexion with a large Girls' College in Wales, to teach two of the following subjects:—History, Mathematics, elementary Science and Art. Graduate, with some experience essential. Salary from £90 to £110, together with board and residence, rising to a maximum of £150.—No. 15,669.

ASSISTANT MISTRESS, in very important Girls' School, in London, to teach good English subjects, Arithmetic, and Latin up to Matriculation standard. Member of Church of England essential. Post non-res. and good salary offered, according to qualifications and experience.—No. 15,691.

ASSISTANT MISTRESS, in large Girls' High School, in North of England, to teach good English and French, with some Latin. Post non-res. and good salary offered, according to qualifications.—No. 15,720.

SENIOR ASSISTANT MISTRESS, in Girls' Private School, in North of England, to teach one or two of the following:—Mathematics, Geography, Latin, and Botany. Previous experience essential. Post resident and very good salary, according to qualifications.—No. 15,222.

ONE OR TWO ASSISTANT MISTRESSES, for Girls' Private School, within easy reach of London, to teach between them: French, Latin, Classics, with good English. Posts could be held either as resident or non-resident ones, and in either case good salaries will be offered, according to qualifications.—No. 15,696.

Classical Mistresses.

CLASSICAL MISTRESS required in an important Church of England School, in South-west of England, to teach Latin throughout the School. Member of Church of England essential. Salary from £100, together with board and residence.—No. 15,373.

CLASSICAL MISTRESS in important Girls' Boarding School, within reach of London. Candidate looked for who has had previous experience. Post resident and good salary, according to qualifications.—No. 15,622.

TEMPORARY CLASSICAL MISTRESS, in important Girls' High School, in North of England. Graduate essential. Post non-res. and good salary, according to qualifications.—No. 15,730.

ASSISTANT MISTRESS, in important Boys' School, in South-west of England, to offer Latin as chief subject, together with English Composition. Salary from £180 to £350 non-res., according to qualifications.—No. 13,644.

Classical—Continued.

ASSISTANT MISTRESS, to teach Latin as chief subject, together with either English or History, in Girls' Private School, in North of England. Salary not less than £80, together with board and residence.—No. 14,936.

Mathematical and Science Mistresses.

TWO SCIENCE MISTRESSES required, for the Autumn Term, in an important Girls' High School, in North of England, to teach between them Physics, Botany, Chemistry, and Mathematics. Posts non-res. and good salaries offered, according to qualifications.—No. 15,752.

TEMPORARY SCIENCE MISTRESS, for Summer Term, in Girls' High School, within easy reach of London, to teach Botany as chief subject, with some Chemistry. Salary £90 for the term, non-res., according to qualifications.—No. 15,762.

RESIDENT SCIENCE MISTRESS, in important Girls' Convent, within easy reach of London. Graduate essential, also Roman Catholic. Salary not less than £100, together with board and residence.—No. 15,726.

SCIENCE MISTRESS, in important Girls' Boarding School, on South Coast, to teach Modern Geography, elementary Chemistry, and Botany. Salary £130, together with board and residence, or £180 non-res.—No. 15,042.

SCIENCE MISTRESS, for Autumn Term, in high-class Girls' Private School, on South Coast, to offer Chemistry, Physics, and Botany. Salary from £100, together with board and residence.—No. 14,788.

MATHEMATICAL MISTRESS, in important Girls' Private School, on East Coast, to offer Mathematics throughout the School. Salary £150, together with board and residence.—No. 15,415.

ASSISTANT MISTRESS, to teach Botany throughout the School, in important Girls' Boarding School, in South-west of England. Post resident and good salary offered, according to qualifications.—No. 15,655.

Kindergarten and Lower Form Mistresses.

ASSISTANT MISTRESS required for Junior School, of large Boys' Grammar School, in South-west of England. Previous experience essential. Salary from £150 to £180, non-res., according to qualifications.—No. 15,758.

ASSISTANT MISTRESS, in important Boys' School, in East of England, to offer good General Elementary Form Work. Previous experience with Boys essential. Post non-res. and good salary, according to qualifications.—No. 15,739.

ASSISTANT MISTRESS, to take charge of Kindergarten, in important Girls' High School, in North of England. Froebel Certificate essential, also previous experience. Salary from £110 to £120, rising by annual increments of £10 to £150.—No. 15,559.

Kindergarten—Continued.

ASSISTANT MISTRESS, who is trained in Modern Methods of teaching young children, for small class of children, aged from 4 to 7 years, in North of England. Salary from £250 to £300, together with board and residence.—No. 15,625.

KINDERGARTEN MISTRESS, in large Girls' School, within easy reach of London. Froebel Certificate with previous experience essential. Post resident and good salary, according to qualifications.—No. 15,659.

KINDERGARTEN MISTRESS, in large Girls' School, in North of England. Froebel Certificate, with previous experience essential. Salary not less than £80, together with board and residence.—No. 15,686.

Gymnastic Mistresses.

ASSISTANT MISTRESS, to teach good Drill and Games throughout the School, together with either Secretarial Work or some English Qualifications, in important Girls' Boarding School, within easy reach of London. Salary not less than £120, together with board and residence.—No. 15,746.

ASSISTANT MISTRESS, to teach good Drill, Games, Dancing, and Remedial Exercises. Candidate interested in Girl Guide Movement welcomed, for small high-class Girls' Boarding School, in South of England. Salary about £80, together with board and residence.—No. 15,759.

ASSISTANT MISTRESS, to teach good Drill, Remedial Exercises, Swimming, Games, and Hygiene, together with some General Elementary Form Work. Post non-res. and good salary, according to qualifications.—No. 15,721.

ASSISTANT MISTRESS, to teach good Gymnastics throughout the School. Candidate looked for who has been trained either at Osterberg, Chelsea, or Bedford Colleges. Post resident and good salary, according to qualifications.—No. 15,676.

ASSISTANT MISTRESS, to teach good Drill, Games, Remedial Drill, together with Secretarial Work, or Elocution, in a high-class Girls' School, in the South-west of England. Salary from £75 to £90, rising to a maximum of £120, together with board and residence.—No. 15,650.

ASSISTANT MISTRESS, to teach good Gymnastics and Games, also to take interest in the Girl Guide Movement, in an important Girls' Boarding School, in South of England. Member of Church of England essential. Post resident and good salary, according to qualifications.—No. 15,657.

ASSISTANT MISTRESS, to teach Drill, some Eurhythmics, together with Games and Remedial Work, in a Girls' Boarding School, in North of England. Salary from £90 to £100, together with board and residence.—No. 15,662.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.**NORTHAMPTONSHIRE COUNTY COUNCIL.****TOWCESTER GRAMMAR SCHOOL.**

The Head Mastership of the above-named School will be vacant as from the beginning of the Summer Term.

Salary £400, rising to £500 per annum by annual increments of £25.

Further particulars can be obtained from the undersigned, with whom applications must be lodged not later than Monday, 15th March, 1920.

J. L. HOLLAND,

Secretary for Education.

County Education Offices, Northampton.

February, 1920.

TUTOR IN MATHEMATICS

wanted at Easter for a College in Cambridge. Must be a Graduate in high Honours. Minimum salary £240. Apply, stating age, previous experience, and qualifications to—No. 10,975, care of Mr. WILLIAM RICE, 3 Ludgate Broadway, E.C.4.

THE DOWNS SCHOOL, SEAFORD.

MISTRESS required, after Easter, to teach Mathematics and to assist with Games. Salary £120 resident. Apply to the HEAD MISTRESS.

BARNETT SCHOOL, HAMPTSTEAD GARDEN SUBURB.**APPOINTMENT OF HEAD MISTRESS.**

The Committee of the Barnett School (a recognized High School with a Preparatory Department) is prepared to receive applications for the above position from ladies holding a University Degree or its equivalent. Salary £400 per annum. Duties to commence, April, 1920.

Applications (written only) to the Rev. Canon MASTERMAN, M. A., the Chairman of the Committee 2 South Square, Hampstead Garden Suburb, N.W.4, not later than 8th March, 1920.

BRIGHTON MUNICIPAL**SECONDARY SCHOOL FOR GIRLS.**

Wanted, in September, 1920, MISTRESSES for

(1) Latin, Honours degree.

(2) Mathematics.

Subsidiary subjects should be stated: good Singing or Games desirable.

(3) Mathematics, Honours degree: Games desirable.

Salary scale (graduates) £180-£350, according to experience, &c.

Application on official forms to be obtained from F. HERBERT TOYNE, 54 Old Steine, Brighton, and returnable as early as possible, and not later than March 16th, 1920.

THE GRAMMAR SCHOOL FOR

GIRLS, THETFORD, NORFOLK.—FORM MISTRESS (temporary or permanent) for Summer Term. Degree or equivalent essential. Mathematics and Latin to Cambridge Senior Local. Lower Form English, Games. Scale, non-resident, £150 by £10 to £260. Allowance for training and experience. Apply—HEAD MISTRESS.

TWO MISTRESSES required, after

Easter, in School near London, for Forms II and III. Must be able to take between them in higher forms Geography, Botany, and Latin. Write fully, stating salary required non-resident. Address—No. 10,973.*

WANTED, at the end of April,

for Girls' Boarding School in South of England. Two ASSISTANT MISTRESSES to teach the following:—Scripture, Latin (not advanced), ordinary English subjects, and, if possible, elementary Science. If Science is offered, help with Mathematics might be substituted for some of above. Applicants with experience in Public Schools given preference.

Salary £100 to £120 resident (laundry inclusive), according to qualifications.

Apply, enclosing copies of testimonials to Address—No. 10,974.*

WANTED, Easter or September,

Two Resident MISTRESSES for any two of the following:—Science, Mathematics, English, Geography, History. Salary £100. R.C. Girls' Boarding School, Paddington, half an hour. Address—No. 10,976.*

DIRECTRESS OF STUDIES

required (September, 1920), for Church of England Community Secondary Boarding and Day School in South. Degree essential. Address—No. 10,982.*

Posts Vacant—continued.**CITY OF BIRMINGHAM EDUCATION COMMITTEE.****BOURNVILLE GIRLS' DAY CONTINUATION SCHOOL.**

(1) Wanted, after Easter, an ASSISTANT MISTRESS able to develop an appreciation of English and, if possible, of Music (taking Class Singing), using modern methods suited to girls 16 to 18 years of age.

(2) Wanted immediately, an ASSISTANT MISTRESS for English and Nature Study. Gardening an additional qualification.

A degree (or equivalent) and secondary school experience desirable. Salary in accordance with the Committee's Scale for Teachers in Secondary Schools. Form of application and scale of salaries may be obtained from the undersigned.

P. D. INNES,

Chief Education Officer.

Education Office, Council House, Birmingham.

7th February, 1920.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.**COTTERIDGE BOYS' DAY CONTINUATION SCHOOL.**

Wanted, as soon as possible, an ASSISTANT MASTER for Mathematics and Science. A degree (or equivalent) and secondary school experience desirable. To teach boys from 14 to 18 years of age. Salary in accordance with the Committee's Scale for Teachers in Secondary Schools. Form of application and scale of salaries may be obtained from the undersigned.

P. D. INNES,

Chief Education Officer.

Education Office, Council House, Birmingham.

6th February, 1920.

RUSSELL HILL SCHOOLS,

PURLEY, SURREY.—Wanted after Easter, an experienced resident FIRST ASSISTANT MISTRESS, Graduate (preferably in Honours, with a Diploma in Education). Subjects—English, History, and Latin. Boarding School experience desirable. Salary and emoluments based on the County Scale. An application form, to be sent ultimately to the Head Mistress, will be sent on receipt of a stamped addressed envelope by the SECRETARY, Warehousemen, Clerks' and Drapers' Schools, Wakefield House, 32 Cheapside, London, E.C.2.

TYPEWRITING. — Testimonials,

1s. per dozen; MSS., 1s. 3d. per 1,000 words; Examination Papers. Miss ASTILL, 157 Victoria Road, Alexandra Park, London, N.22.

SKINNERS' COMPANY'S

SCHOOL FOR GIRLS, STAMFORD HILL, LONDON, N.16.—Wanted, in September: (1) SECOND SCIENCE MISTRESS, chief subject—Botany; (2) ASSISTANT MISTRESS, to teach French, subsidiary subject—Scripture, if possible. Apply to the HEAD MISTRESS.

INTERMEDIATE SCHOOL FOR

GIRLS, HENGORD, via CARDIFF.—Wanted, end of April, GYMNASTICS AND GAMES MISTRESS. Pianoforte a recommendation. Salary according to qualifications and experience (£190-£15-£320). Apply—HEAD MISTRESS.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten free of charge for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post. Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London W.C.1.

HULL HIGH SCHOOL FOR

GIRLS.—Required, for April next, two ASSISTANT MISTRESSES. (1) Mistress to teach English throughout the School. Honours Degree or equivalent. (2) Mistress to teach Class Singing and Pianoforte. Apply—The HEAD MISTRESS.

WANTED, for Summer Term only,

Old Public School Boy, good at CRICKET, to take charge of Games and help in Cricket Coaching. Some help with duty: no teaching. Address—No. 10,984.*

RESIDENT Experienced SENIOR

MISTRESS required, with degree, for Mathematics in Girls' Boarding School. Science an auxiliary, not essential. Position of trust.—Address—No. 10,987.*

Posts Vacant—continued.**COUNTY HIGH SCHOOL, ILFORD.**

Applications are invited for the following appointments:

(1) MASTER to teach Economics (Advanced Course) and History (Boys' School). Commencing salary £200 to £275 per annum, according to qualifications and experience. Increments and maximum according to County Council Scale.

(2) SPANISH MASTER for 3 days per week—Monday, Wednesday, and Friday. Salary £180 per annum.

(3) MASTER OR MISTRESS to teach Book-keeping and Business Methods for two sessions per week. Applicants are asked to state salary required.

Applications to be made on forms to be obtained by sending stamped addressed foolscap envelope to the CLERK TO THE GOVERNORS.

LICHFIELD AND SOUTHWELL DIOCESAN TRAINING COLLEGE, DERBY.

Wanted, at an early date, Resident LECTURER IN HISTORY. A Degree in History is necessary, and, in addition, some good subsidiary subject. An Education Diploma, or willingness to prepare for such, will be a recommendation. Salary, to begin, will depend upon qualifications and experience. Candidates, who should be Churchwomen, and not over 30 years of age, should send for application forms to Canon BATER, Training College, Derby.

CENTRAL FOUNDATION

GIRLS' SCHOOL, SPITAL SQUARE, LONDON, E.1.—Wanted, in September: (1) ASSISTANT FRENCH MISTRESS. Residence abroad essential; degree or equivalent. Salary, L.C.C. Scale, £180 to £240 initial, according to experience. (2) PHYSICAL MISTRESS. Secondary school experience essential. Salary, L.C.C. special scale, £180 to £228, initial, according to experience. Write to HEAD MISTRESS for application form, enclosing stamped addressed envelope.

CARLISLE AND COUNTY HIGH

SCHOOL FOR GIRLS.—Required, for Summer Term: (1) GYMNASTIC MISTRESS for Swedish Gymnastics, Dancing, and Games (Bedford or Dartford Training preferred); (2) SECRETARY, able to offer at least one school subject, preferably Drawing. Apply to the HEAD MISTRESS.

THE KING'S HIGH SCHOOL

FOR GIRLS, WARWICK.—Wanted, at the beginning of May, a Resident MUSIC MISTRESS, to spend part of her time in giving Music Lessons and part in the supervision of boarders. Two or three years' experience in a boarding school essential, and L.R.A.M. or A.R.C.M. Diploma. Salary £100 to £120 resident. Apply—HEAD MISTRESS.

HEAD required in the Autumn

Term for the King Alfred Co-educational Day School, Hampstead, conducted on progressive and experimental lines. Present numbers, 100; ages from 8 to 18. Good opportunity for an educational enthusiast with experience and ability. For further particulars, address SECRETARY, 24 Ellerdale Road, Hampstead, N.W.3.

WOLVERHAMPTON HIGH

SCHOOL.—Two SENIOR FRENCH MISTRESSES, September. One French native, other graduate with residence abroad. Salary by scale, £200 to £300, initial, for good experience and qualifications. Advanced course. Apply—HEAD MISTRESS.

FIRST ASSISTANT MISTRESS

required in May for new Junior School: 55 girls, ages 9 to 14, all boarders. Degree and experience essential. Salary from £110 resident, according to qualifications. Salary scale and pension scheme. Wesleyan preferred. Apply PRINCIPAL, Penthos College, Colwyn Bay.

Also SCIENCE MISTRESS (one of two) at the College. Good salary. Subjects in both cases to be arranged.

ENGLISH MISTRESS wanted,

May, for small finishing School, country, near London. Latin, English. £130, resident. Address—No. 10,990.*

MISTRESS for Mathematics, resi-

dent or visiting, for Matriculation class. Address—No. 10,991.*

GAMES MISTRESS, with some

English subjects. Near London. £130 resident. Address—No. 10,992.*

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

To ASSISTANT MASTERS ASSISTANT MISTRESSES LADY MATRONS

¶ Candidates seeking appointments in Public or Private Secondary or Preparatory Schools at home or abroad should apply to

Truman & Knightley —SCHOLASTIC AGENTS—LTD—

- who have a large number of EASTER vacancies on their books, and who are already receiving instructions respecting vacancies for SEPTEMBER.

¶ There is a great demand for both Assistant Masters and Assistant Mistresses, and serious efforts are being made to render the prospects in the teaching profession more attractive and equal to those in other professions.

¶ In addition to the large number of appointments open to University men and women in Public Schools where the remuneration is being fixed on improved scales, there are many vacancies in Preparatory Schools where young University men without previous experience can command commencing salaries ranging from £120 to £200 a year or more, according to their degrees, in addition to board and residence in term time.

¶ There are many openings for University women, and also for those with Higher Local or other good certificates interested in children and in teaching, in high class private schools for girls, where the conditions are pleasant, the hours not excessive, and salaries range from £80 to £200 or more, with board and residence, according to age, qualifications, and experience.

¶ There are also vacancies for House Mistresses, Lady Housekeepers, and Matrons in schools at salaries ranging from £60 to £100 or more per annum, with board and residence.

¶ THERE IS NO CHARGE FOR REGISTRATION. The requirements of each applicant receive careful consideration and attention, and the rate of commission charged to those for whom an appointment is secured has recently been reduced.

Offices: 158-162 OXFORD STREET, LONDON, W.1.

Telegrams: "TUTORESS. PHONE. LONDON."

Telephone: MUSEUM 1136.

BLACKIE & SON'S NEW LIST

The most successful French Course of recent years.

A JUNIOR FRENCH COURSE.

FIRST AND SECOND YEARS.

PUBLISHED IN TWO VOLUMES.

By **E. J. A. GROVES,**

Lic. ès L., Senior French Master, Bradford Grammar School.

First Year, **2s. 6d. net.**

Second Year, **4s. net. Now ready.**

The need of a practical French Course combining the essentials of the "Direct Method" with sound grammatical teaching has long been felt, and has been lately emphasized by the Reports on the *Teaching of French* issued by the Board of Education and the London County Council respectively. The "Direct Method" alone has been found to leave the pupils ill prepared for precise expression or exact renderings in translation, and generally wanting in an exact knowledge of French. Mr. Groves's *Junior French Course*, now issued, undoubtedly demands the consideration of all Modern Language Teachers, for it will be found to combine all that is useful of the "Direct Method" with systematized grammatical instruction, largely by process of induction.

BLACKIE'S FRENCH PLAIN TEXTS.

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(c) *Church Sunday School Magazine*. (d) Catechist, London. (e) Central 9272. (f) October 2, 1920. Rev. H. Dawson, M.A., 13 Serjeants' Inn, Fleet St., E.C.4.
- Church Managers and Teachers' Association.**
Miss E. M. Parham, 132 Argyle Rd., West Ealing, W.13.
- Church Schoolmasters' and Schoolmistresses' Benevolent Institution.**
14,000. 5s. (c) *The School Guardian*. (e) Mayfair 7038. (f) June, in London. Mr. Tom M. Pettitt, 12 Princes Street, Hanover Sq., W.1.
- Church Schools Company, Ltd.** [Not for profit.]
Mr. F. W. Pittman, Church House, Dean's Yard, S.W.1.
- Church Schools Emergency League.**
4,000. (e) Victoria 4079. (f) January, at office. Mr. W. S. de Winton and Miss J. R. Chitty, Church House, Westminster, S.W.1.
- City and Guilds of London Institute**
(e) London Wall 4950. Mr. A. L. Soper, Gresham College, Basinghall St., E.C.2.
- Civic Education League.**
To promote education in service and citizenship. 800. 1s. (e) Museum 5242. Mr. T. Hunter Donald, M.A., B.Sc., 11 Tavistock Sq., London, W.C.1.
- Civil Service Commission.**
Mr. L. C. H. Weekes, Burlington Gardens, W.1.
- Class Teachers, National Federation of.**
30,000. (c) *The Class Teacher*. (f) Sept. 1920. Mr. J. H. Lumby, B.A., 14 Bayfield Road, Grassendale, Liverpool.
- Classical Association.**
1,500. 5s. and 5s. entrance fee. (c) *Own Proceedings*. (f) April 14-16, 1920, at Newcastle and Durham. Prof. D. A. Slater, M.A., 4 Chalcot Gardens, N.W. 3; and Prof. P. N. Ure, M.A., University College, Reading.
- Classical Association of Scotland.**
330. 5s. (c) *Own Proceedings*. (f) March, Aberdeen; November, Glasgow. Mr. W. King Gillies, M.A., B.A. (Oxon.), Royal High School, Edinburgh.
- Classics, Prime Minister's Committee on.**
(e) Western 804. Mr. C. Cookson, H.M.I., Board of Education, South Kensington, S.W.7.
- Clergy Orphan Corporation.**
(e) Holborn 1169. Rev. Wm. Charles Cluff, M.A., 35 Parliament St., S.W.1.
- College of Preceptors.**
[Fellow, F.C.P.; Licentiate, L.C.P.; Associate, A.C.P.] 800. 10s. 6d. for holders of the College diplomas; £1. 1s. for other members. (d) Preceptors, Westcent, London. (e) Central 4875. (f) March 27, 1920, at office. Mr. G. Chalmers, Bloomsbury Square, W.C.1.
- Commerce, Faculty of Teachers in.**
[Fellows, F.F.T.Com.; Associates, A.F.T.Com.] 700. 10s. 6d. and 12s. 6d. (c) *Teacher in Commerce*. (f) August 27-28, Sheffield. Mr. H. H. Jones, A.C.I.S., 120 Portland St., Manchester.

- Commercial Teachers, The Incorporated Society of.**
[Fellow, F.C.T.; Associate, A.C.T.] 200. 10s. 6d. (c) *The Commercial Teacher*. (e) City, Manchester 188. (f) May 24, Bath. Mr. T. Booth Brown, 63 Deansgate Arcade, Manchester.
- Commissioners of Education in Ireland for Endowed Schools.**
Mr. Stanislaus Murphy, LL.B., 14-15 Castle St., Dublin.
- Conference of Educational Associations.**
To afford an annual opportunity for various education societies to meet and confer. (f) January 1921. Mr. Albert Ehrhardt, B.A., 9 Brunswick Square, W.C.1.
- Cruelty to Animals, Royal Society for Prevention of.**
5,000. £1. 1s. (e) *Animal World*. (d) Cruelty, London. (e) Gerrard 5433. (f) May 30, Central Buildings, Westminster. Capt. E. G. Fairholme, O.B.E., 105 Jermyn St., S.W.1.
- Cruelty to Animals, The Scottish Society for Prevention of.**
2s. 6d. (e) Central 2194. (f) January, Edinburgh. Mr. Archibald Langwill, C.A., 19 Melville St., Edinburgh.
- Cruelty to Children, National Society for Prevention of (Incorporated).**
(c) *The Child's Guardian*. (d) Childhood, Westrand, London. (e) Gerrard 872. (f) May 27. Mr. R. J. Parr, O.B.E., Leicester Sq., W.C. 2.
- Dalcroze Eurhythmics, London School of.**
(d) Eurhythm, Westcent, London. (e) Museum 2294. Mr. Percy B. Ingham, B.A., 23 Store Street, W.C.1.
- Dalcroze Society of Gt. Britain and Ireland.**
420. 2s. 6d. (d) Eckhard, Didsbury. (e) Didsbury 122. (f) January. Mrs. M. L. Eckhard, Broome House, Didsbury.
- Deaf, National College of Teachers of.**
407. 6s. (c) *Teacher of the Deaf*. (f) March 20, Medical Exam. Hall. Mr. A. F. Boyer, School for the Deaf, Versailles Rd., Anerley, S.E.20.
- Deaf, Teachers of the, National College of, Incorporated, Scoto-Irish Branch.**
60. 6s. (c) *Teacher of the Deaf*. (e) Langside 162. (f) March. Dr. J. Welsh, Institution for the Deaf and Dumb, Glasgow.
- Decimal Association, The.**
£1. 1s. (c) *Decimal Educator*. (d) Affront, Ave, London. (e) Central 2250. Mr. G. E. M. Johnson, 229-231 Finsbury Pavement House, Finsbury Pavement, London. E.C.2.
- Directors and Secretaries for Education, Association of.**
197. £2. (d) Keen, "Cefnlllys," Cambridge. (e) Cambridge 1065. (f) January 1921, London. Mr. Austin Keen, M.A., Cefn Lllys, Cambridge.
- Domestic Studies, National Council for.** [To supersede the National Union for Technical Education of Women in the Domestic Sciences.] (e) Central 22689, Leeds. (f) October, London. Miss E. B. Cook, 70 Hastings House; 10 Norfolk St., Strand, W.C.2; and 90 Albion St., Leeds.
- Domestic Subjects, Association of Teachers of.**
1870. 10s. 6d. (f) June, Leeds. Miss K. Mildred Buck, 70 Hastings House; 10 Norfolk St., Strand, W.C.2.
- Drawing in Day Schools, Association of Teachers of.**
80. 2s. 6d. (f) March 24. Mr. J. Bedford, Clifton Hill School, New Cross, S.E.14.
- Drawing Society, The Royal. Incorporated 1902.**
(d) Roydrasoc Vic, London. (e) Victoria 5933. (f) Jan. 1921. Mr. T. R. Ablett, 50 Queen Anne's Gate, S.W.1.
- Duty and Discipline Movement.**
1,000. 5s. (d) 21 Citizenry. (e) Victoria 5661. (f) June, Churton, London. Mr. Charles Montgomerie, 21 Denison House, Vauxhall Bridge Rd., S.W.1.
- Edinburgh Provincial Committee for the Training of Teachers.**
(e) Central 5142. Dr. Alexander Morgan, M.A., Director of Studies, Provincial Training College, Moray House, Edinburgh.
- Education Authorities in Scotland, Association of.**
(e) Edinburgh (Central) 2020. Mr. W. H. Mill, Solicitor, Supreme Courts, 58 Castle St., Edinburgh.
- Education Committees (England and Wales), Association of.**
250. 1 to 5 guineas. (e) Liverpool (Central), 1368. (f) June 10 and 11, Manchester. Mr. Frank J. Leslie, 34 Castle Street, Liverpool.
- Education Committees, Wales and Monmouthshire, Federation of.**
59. £2. 2s. to £8. 8s. (e) Cardiff 3346. (f) May 1920, Llandrindod Wells. Mr. J. J. Jackson, B.A., Director of Education, Cardiff.
- Education in Industry and Commerce, The Association for the Advancement of.** For the encouragement of definite educational work in industrial and commercial undertakings.
50. £3. 3s.; associated firms, £5. 5s. (f) June 1920, Liverpool. Mr. R. W. Ferguson, B.Sc., 36 Linden Road, Bournville, Birmingham.
- Educational Colonies and Self-Supporting Schools Association.**
(e) Victoria 1201. Mr. J. B. Pennington, 3 Victoria St., S.W. 1. Hon. Organizing Secretary, Capt. J. W. Petavel, R.E. (retired). The Maharajah of Cossimbazar's Polytechnic Institute, 1 Nandilal Bose Lane, Calcutta.
- Educational Institutions, The Union of.**
Over 50. (d) Educate, Dorridge. (e) Knowle 60. (f) October 1920. Mr. W. J. Harris, F.C.I.S., Arden Rd., Dorridge, Birmingham.
- Educational Institute of Scotland.**
For those engaged in teaching in Scotland. [Fellow, F.E.I.S.; Associate, A.E.I.S.] 21,000. £1. (c) *Scottish Educational Journal*. (d) Institute. (e) 5160 Central. (f) Sept. 18, 1920, Moray House, Edinburgh. Mr. Hugh Cameron, M.A., F.E.I.S., 34 North Bridge, Edinburgh.
- Educational Settlement Committee.**
This Committee was dissolved in 1913. Any business arising out of its work should be sent to the Vice-Chancellor, The University, Leeds. (The subject is coming up again so rapidly now that it is possible that there may be inquiries.)
- English Association, The.** To promote the due recognition of English as an essential element in the national education.
3,000. 5s. (c) *Own Bulletin*. (f) May 1920, Bedford College, Regent's Park, N.W. 1. Mr. A. V. Houghton, c.o. 2 Bloomsbury Square, W.C.1.
- Esperanto Association, British (Incorporated).**
[Fellow, F.B.E.A.] 2,000. 5s. (c) *British Esperantist*. (d) Esperanto, Westcent, London. (e) Museum 617. (f) Whitson, Birmingham. Mr. Montagu C. Butler, L.R.A.M., 17 Hart St., London, W.C.1.
- Ethological Society.**
For the study of character. £1. 1s. (c) *Ethological Journal*. (d) Psychiatrist, London. (e) Mayfair 2935. (f) Nov. 1920, at Suffolk St. Galleries. Mr. F. E. Sargent, 57 Wimpole St., W. 1.
- Eugenics Education Society.**
Study of problems affecting racial progress and racial deterioration. £1. 1s. and 5s. (c) *Eugenics Review*. (e) Holborn 5797. (f) June 29, 1920. Miss Constance Brown, 11 Lincoln's Inn Fields, W.C.2.
- Francis Holland (Church of England) Schools.**
Mrs. Marshall Smith, Clarence Gate, N.W. 1.
- Friends' First-day School Association, The.** (Founded 1847.)
(c) *Teachers and Taught*. (e) City 8631. Mr. S. Allen Warner, 15 Devonshire St., London, E.C. 2.
- Friends' Guild of Teachers.**
290. 6s. (f) January 1921. Mr. A. Leonard Stapleton, M.A., Friends' School, Gt. Ayton, Yorks.
- Froebel Educational Institute, The Incorporated.**
Training College for Teachers, Kindergarten and School.
(e) Hammersmith 1496. Mr. Arthur G. Symonds, M.A., Colet Gardens, Talgarth Road, West Kensington, W. 14.
- Froebel Society and Junior Schools Association. (Founded 1874.)**
3,000. 5s. (c) *Child Life*. (e) Museum 615. (f) January 1921, London. Miss M. G. Ostle, 4 Bloomsbury Sq., W.C.1.
- Froebel Union, National.**
Examinations for Teachers of children under twelve. (e) Museum 5036. Miss Maclean, Norwich House, Southampton Street, Bloomsbury, W.C. 1.
- Future Career Association.**
400. £1. 11s. 6d. (c) *Monthly Notifications*. (e) Victoria 4163. Mr. D. W. Hughes, 53 Victoria St., Westminster, S.W.1.
- Geographical Association.**
2,500. 5s. (c) *Geographical Teacher*. (f) Jan. 1921, London. Dr. H. J. Fleure, 1 Marine Terrace, Aberystwyth.
- Geographical Society, Royal.**
5,000. £3, £5 entrance fee. (c) *Geographical Journal*. (e) Kensington 2648. (f) May 31, 1920, Aeolian Hall. Mr. Arthur R. Hinks, F.R.S., Kensington Gore, S.W.7.
- Geographical Society, Royal Scottish.**
[Fellow, F.R.S.G.S.] £1. 1s.; entrance fee, £1. 1s.; Teacher Associate members, 10s. 6d. (c) *Scottish Geographical Magazine*. (d) Geography, Edinburgh. (e) Central 1720. (f) November. Mr. Geo. G. Chisholm, M.A., B.Sc., Synod Hall, Castle Terrace, Edinburgh.
- Gilchrist Educational Trust.** (e) Central 5928.
Dr. A. H. Fison, 1 Plowden Buildings, Temple, E.C. 4.
- Governesses' Benevolent Institution (Incorporated by Royal Charter).**
(e) Central 3121. (f) May 7, 1920, at Criterion Restaurant. Mr. A. Wesley Dennis, 5 Arundel St., Strand, W.C.2.
- Governesses' Benevolent Society of Scotland.**
Assists governesses in temporary difficulties. Has residence and registry at 10 Gloucester Place, Edinburgh. (f) Feb. 1922 (held triennially). Mr. C. E. W. Macpherson, C.A., 6 N. St. David St., Edinburgh.
- Grammatical Reform, Standing Committee on.**
To promote the use of uniform terminology for all languages. Miss Edith Hastings, 180 Elm Park Mansions, S.W.10.
- Guild of Education as National Service.**
To promote reforms in education for life and citizenship as the basis of all social progress. 5s. Mr. Thomas Harwood, 11 Tavistock Sq., W.C.1.

Guild of Graduates, University of Wales.

3,914. Membership begins after the expiration of two years after admission to a degree of the University. (f) July, Bangor. Prof. W. Jenkyn Jones, M.A., Bodolwyn, Aberystwyth, and University Registry, Cathays Park, Cardiff.

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Head Masters' Conference.

To discuss educational questions which affect schools in close connexion with Oxford and Cambridge Universities. 124. £2. 2s. (c) *Own Bulletin*. (d) 52 Temple. (e) Central 251. (f) December 1920. Mr. W. A. Bulkeley-Evans, 12 King's Bench Walk, Temple, E.C.4.

Head Masters, Incorporated Association of.

670. £1. 11s. 6d. (c) *Own Review*. (e) City 8384. (f) January. Mr. H. Bendall, 37 Norfolk St., Strand, W.C. 2.

Head Masters of the Endowed Schools in the Midland Counties, Association of the.

90. 10s. on entrance. (f) March. Mr. R. Dickinson, Grammar School, Halesowen.

Head Mistresses' Association (Incorporated 1896).

400. £2. (e) Victoria 2887. (f) June 11 and 12, Streatham Hill High School, G.P.D.S.T. Miss R. Young, 92 Victoria St., Westminster, S.W.1.

Head Mistresses' Association, The Yorkshire.

[Senior Mistresses of mixed schools eligible.] 60. 2s. (f) November 20, 1920, Leeds. Miss A. T. Scott, Girls' Grammar School, Bingley.

Head Mistresses of Public Secondary Schools in the Administrative County of London, Conference of.

50. 2s. 6d. (e) Putney 1079. Miss R. E. Hewetson, M.A., Putney High School, S.W. 15.

Head Teachers, National Association of.

6733. 2s. (c) *Head Teachers' Review*. (f) May 26-8, 1920, York. Mr. J. E. Dogherty, 25 Queen's Rd., Jesmond, Newcastle-upon-Tyne.

Hellenic Studies, Society for the Promotion of.

800 + 250 subscribing libraries. £1. 1s. (c) *Journal of Hellenic Studies*. (f) June 22, 1920, Burlington House. Mr. John Penoyre, C.B.E., 19 Bloomsbury Sq., W.C.1.

Historical Association, The.

2,000. 5s. (c) *History*. Miss Curran, 22 Russell Sq., W.C.1.

Historical Association of Scotland.

150. 5s. (f) November 1920, Edinburgh. Mr. W. R. Cooper, M.A., George Watson's College, Edinburgh.

Historical Society, Royal.

£2. 2s. (c) *Own Transactions*. Mr. H. E. Malden, M.A., 22 Russell Sq., W.C.1.

Historical Teaching, Advanced, Fund for.

Mr. H. R. Tedder, Athenæum Club, Pall Mall, S.W.1.

Holiday Fellowship, Ltd., The. The Healthy Enjoyment of Leisure.

(c) *Comradeship*. (d) Fellowship, Conway. (e) Conway 65. Mr. T. Arthur Leonard, Bryn Corach, Conway, N. Wales.

Home and Colonial School Society.

(d) Principal Thomas, Wood Green. (e) Tottenham 1736. (f) May 10, 1920. Rev. T. Wellard, B.A., B.D., Wood Green, N.22.

Home for French Governesses.

(e) Paddington 7161. Mme H. Bertot, 18 Lancaster Gate, W.2.

Home-Reading Union, National.

For the encouragement of systematic reading at home. 6,000. 2s. upwards. (c) *Home-Reading Magazine*. (e) Regent 1598. Miss Jeanie I. Swanson, 12 York Bldgs., Adelphi, W.C.2.

Inspectors of Schools and Educational Organizers, National Association of.

£1. 1s. Mr. Marshall Jackman, Wellmar, New Barn, Longfield, Kent.

Intermediate Education Board for Ireland.

(d) Intermediate, Dublin. (e) Dublin 1533. Assistant Commissioners of Intermediate Education, 1 Hume St., Dublin.

International Council of Women. (Education Committee.)

(d) Uniteria Vic., London. (e) Hampstead 8117. (f) Sept. 1920, Kristiania. Mrs. Ogilvie Gordon, D.Sc., White Lodge, 34 Abbey Road, London, N.W.8.

International Education Bureau.

Les Roches, Verneuil (Eure), France.

International Guild.

6 rue de la Sorbonne, Paris.

International Students' Bureau.

To devise simplified methods of work for students. (e) Museum 3367. Mr. Victor Russell, B.A., 56 Russell Sq., W.C.1.

Ireland, Association of Secondary Teachers.

To safeguard rights of lay Secondary Teachers. 400. £1. 1s. (c) *Irish School Weekly*. (f) July 1920. Mr. L. J. Murray, 3 Merton Villas, Donore Avenue, Dublin.

Irish Schoolmistresses, Central Association of.

70. 5s. (f) January 1921, Alexandra College, Dublin. Miss L. O. Rowlette, B.A., 29 Castlewood Avenue, Rathmines, Dublin.

Irish National Teachers' Organization.

11,000. 16s. (c) *Irish School Weekly*. (d) Teachers, Dublin. (e) Dublin 2917. (f) April 6-9, Killarney. Mr. T. J. O'Connell, 9 Gardiner's Place, Dublin. "The promotion of education in Ireland, the social and intellectual elevation of the teachers, and the cultivation of a fraternal spirit and professional intercourse with kindred organizations in this and other countries."

Irish Technical Instruction Association.

69 Committees. £2. (f) May 1920, Larne. Mr. P. J. O'Neill, Courthouse, Maryborough.

Jewish Women, Union of.

To assist educated Jewesses, and to help them to train, to place them, &c. 1,120. 5s. (minimum). (e) Pad. 352. Miss Kate Halford, 4 Upper Gloucester Place, N.W. 1.

Joint Agency for Women Teachers.

(d) Docentia ('phone) London. (e) Museum 729. Registrar, Miss Alice M. Fountain, Oakley House, Bloomsbury St., W.C.1.

Joint Scholarship Board, instituted by Head Masters' Association.

63. (e) City 8384. Dr. G. Perrie Williams, M.A., 37 Norfolk Street, Strand, W.C.2.

Joint Scholastic Agency.

(d) Educatorio, Grenville, London. (e) Museum 3217. Mr. E. A. Virgo, 9 Brunswick Sq., W.C.1.

King Alfred School Society, The.

£1. 1s. (c) *Own Magazine*. (f) November 1920. Mrs. N. Spiller, 24 Ellerdale Rd., Hampstead, N.W.3.

Lancashire and Cheshire Institutes, Union of.

A federation of the Education Committees of Lancashire, Cheshire, Derbyshire, Westmorland, and the Isle of Man. Mr. John T. Coles, F.C.I.S., 33 Blackfriars St., Manchester.

Latin Teaching, Association for the Reform of.

100. 5s. (c) *Latin Teaching*. (f) Aug. 31, Sept. 9, 1920, Chester. Mr. Nigel O. Parry, 4 Church Street, Durham.

League of the Empire (associated with the Overseas Club).

Furtherance of Imperial education. 10s. and £1. 1s. (c) *Overseas*. (d) Empirlea, Sowest London. (e) Victoria 3094. (f) July 1920. Mrs. Ord Marshall, C.B.E., 124 Belgrave Rd., Westminster, S.W.1.

Legal Aid Fund of the National Federation of Women Teachers.

Open to members of N.F.W.T. only. 5s. (e) Central 725. Miss V. Hunt, N.F.W.T. Offices, Rooms 45-47 Memorial Hall, E.C.4.

Ling Association and Affiliated Gymnastic Societies.

725. 10s. (c) *Own Leaflet*. (f) January 1921, London. Miss Hankinson, 67 Shaftesbury Rd., Crouch Hill, N.19.

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the Helen Blackburn Fund, the Mrs. Haweis Fund, the Louisa Lady Goldsmid Fund, the Educated Women Workers' and Harker-Smith Fund, and the Clara Evelyn Mordan Fund. All these funds are to help students in paying fees for professional or technical training. Apply to the Society for Promoting the Employment of Women (Educated Women's Loan Training Fund). 10s. (Life £5.) (e) Museum 1659. Miss Edith Hare, 23 Berners St., Oxford St., W.1.

London Chamber of Commerce, The (Incorporated).

9,100. £2. 2s. to £3. 3s. (c) *Own Journal*. (d) Convention, Cannon, London. (e) City 1949-52. (f) April, London. Secretary for Commercial Education, Mr. C. E. Town, Oxford Ct., Cannon St., E.C.4.

London Head Teachers' Association.

1300. £1. 1s. (c) *Head Teachers' Review*. (f) Nov. 18, St. Bride Institute, E.C.4. Mr. D. H. Cassels, 38 Park View Crescent, New Southgate, N.11.

London Teachers' Association.

19,500. 7s. 6d. (c) *London Teacher*. (e) Central 896 and 897. (f) January. Mr. W. J. Pincombe, 11 Pilgrim St., E.C.4.

Manual Training Teachers, National Association of.

To promote educational handwork and the professional interests of its members. 1,000. 4s. 6d. (c) *Manual Training*. Mr. E. Lineham, 258 Laburnum Grove, North End, Portsmouth.

Mathematical Association.

Members and Associates, 900. 15s. (Life subscription, 10 gns.) (c) *Mathematical Gazette*. (e) Chiswick 361. (f) January 1921. Mr. C. Pendlebury, 39 Burlington Rd., Chiswick, W.4; and Miss M. Punnett, London Day Training College, Southampton Row, W.C.1.

(Continued on page 192)

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ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—The thirty-sixth annual business meeting of the Association of University Women Teachers was held at Bedford College for Women on January 24. The retiring President, Miss Stephen, Principal of Newnham College, was in the chair. Miss Gray, High Mistress of St. Paul's Girls' School, has accepted the office of president. Miss Stephen called attention to the coincidence of the date of the meeting with the centenary of the birth of Miss A. J. Clough, the first principal of Newnham College and the founder of the Association. At the time of Miss Clough's birth the education of women in England was almost entirely in the hands of private schools and governesses. At Cambridge the only Tripos, even for men, was that of mathematics, and up till 1851 no man could take a Classical Tripos without having previously been placed in the mathematical lists. In the autumn of 1869 Prof. Henry Sidgwick started the idea of organizing lectures for women at Cambridge, but it was not till October 1871 that a house of residence for students was opened with Miss Clough at its head. Miss Stephen traced the progress that had been made since that date, and urged that university women should regard their privi-

leges as a trust to be held for the benefit of others. Sir Arthur Quiller-Couch gave an interesting lecture on "The Burden of Books," reminding his audience how the destruction of the great library at Alexandria in 641 A.D. was said to have furnished the city with a six months' supply of fuel for heating the public baths. He pointed out that culture was not dependent on a multitude of books, but on the complete mastery of a chosen few. (Incidentally he commented on the absurdity of compiling a list of the hundred best books because of the impossibility of comparing such works as "Paradise Lost" and "The Pickwick Papers.") In conclusion, Sir Arthur gave a delineation of the characteristics of a classic, and emphasized the need for studying great masterpieces of literature for their intrinsic merit.

TRADE UNION CONGRESS AND EDUCATION.—A deputation from the Trade Union Congress Parliamentary Committee was received by Mr. Herbert Lewis at the Board of Education on February 5. Two resolutions adopted at the Congress, held at Glasgow in September last, were discussed. The first resolution expressed the apprehension that schools or classes for young persons established in connexion with their places of employment, or in connexion with the trades or industries in which they may be employed, would subordinate the educational interests of such young persons to trade requirements. The second referred to the position of uncertificated teachers, and claimed that they should receive equal representation with certificated teachers on all local or national bodies concerned with teachers: that the same scale of salaries should apply to certificated and uncertificated teachers; and that all future teachers should pass the same examination and enter the profession through the same door. Mr. Herbert Lewis said that the Board had no hesitation in accepting the principle that any control of continuation schools which has the effect of subordinating the educational interests of young persons to trade requirements is bad. Mr. Lewis pointed out that attendance would be only obligatory at schools under the direction and control of the local education authority. As regards the second resolution, Mr. Lewis pointed out that the Board had no power to require local education authorities to admit representatives of particular classes of teachers or other persons to committees established by them. The question whether some alternative "door" from the uncertificated to the certificated grade, other than the acting teachers' examination, might not be opened was, he said, under consideration.

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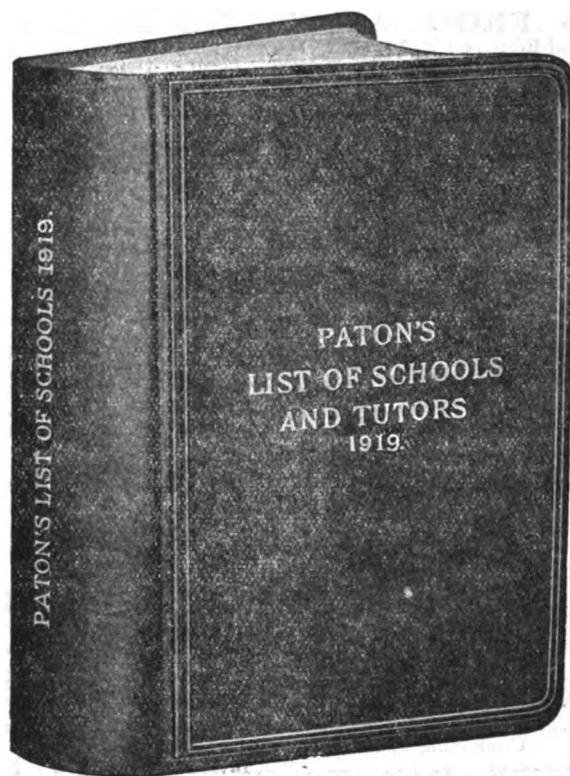
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STUDENTS desiring to attend the Classes of Chemistry for purposes of Graduation in the Faculties of Art, Science, or Medicine, will be required to pass an Admission Examination in the subject. The Syllabus of the Examination may be obtained on application.

Exemption from this Examination will be granted to students who have passed in the Higher Grade of Science (including Chemistry) at the Leaving Certificate Examination of the Scottish Education Department, or such other similar examination as the Senatus may from time to time recognize.

WILLIAM WILSON,

Secretary to the University.

UNIVERSITY OF LIVERPOOL

TRAINING COLLEGE.

Recognized by the Board of Education in accordance with its regulations for the training of Teachers.

STUDENTS are admitted for Degree Courses and also Courses for Teachers in Elementary, Secondary, and Continuation Schools. The Board of Education pays tuition fees and makes a maintenance grant. Application for admission in the term beginning September, 1920, should be made at once to the PRINCIPAL, from whom information as to studies, residence, and fees may be obtained.

BEDFORD KINDERGARTEN CO., LIMITED, AND TRAINING COLLEGE, 14 The Crescent.

Council:

THE BISHOP OF BIRMINGHAM;
C. W. KAYE, Esq., M.A., late Head Master
Bedford Modern School.

Principal: Miss AMY WALMSLEY.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations. Opportunity for Class Teaching is afforded in the Kindergarten, Transition and Preparatory Classes.

House of Residence for Students—Shenstone Lodge, Osborne House, and Magdala House.

Branch School—Froebel House, Goldington Avenue.

For terms and particulars apply to—

The Secretary, ALEXANDER MORRISON, 26 Hill St., Bedford.

THE LONDON SCHOOL OF DALCROZE EURHYTHMICS,

23 Store Street W.C.1.

The Dalcroze School of Eurhythmics, Ltd.

Telegrams:

Telephone:

"Eurhythm, London."

Museum 2294.

In the Teachers' Training Course a beginners' class started on January 26th. Prospectus on application.

PERCY B. INGHAM, B.A., Director.

Northern Counties Training School of Cookery and Household Economy,

NORTHUMBERLAND ROAD, NEWCASTLE-UPON-TYNE.

Principal: Miss A. B. ROTHERAM.

Students trained as Teachers in
**COOKERY, SEWING,
LAUNDRY, DRESSMAKING,
HOUSEWIFERY, MILLINERY**

School year began in September.

SCHOOL OF GARDENING AND NATURE STUDY.

CLAPHAM, near WORTHING.

Principals { Miss C. CRACKNELL, N.D. Hort., late
of Swanley Horticultural College.
Miss F. COLLINS.

PRACTICAL and Theoretical Training in Gardening: Fruit, Vegetable, and Flower Growing; Glasshouse and Frame Work. Course of two years; Poultry; Dairy work; Bees. Preparation for R.H.S. examinations.—Particularly successful with young students.

SCHOOL OF GARDENING, REEDENS, NEWICK, SUSSEX.

Principal: Miss C. M. DIXON, F.R.H.S.

A thoroughly practical training is given to enable students to take up Horticulture as a profession, or to supervise their own gardens for pleasure or profit. Jam making and fruit bottling. Preparation for R.H.S. Charming house and grounds.

ALDERSEY HALL, HANDLEY, CHESHIRE. SCHOOL OF GARDENING, Practical and Theoretical.

Poultry, Farm Work, Home Management, Cooking.

Extensive grounds; Royal Horticultural Society's Exam. Comfortable home life; games. For prospectus apply—Miss CORNELIUS WHEELER, N.D., Hort., F.R.H.S. School removed from Hampshire after being established 15 years.

GUILD OF EDUCATION AS NATIONAL SERVICE.

TRAINING for TEACHERS & SOCIAL WORKERS.

THE HALSEY TRAINING COLLEGE.

Recognized by the Board of Education.

PREPARATION for work in CONTINUATION SCHOOLS (a) for factory and town workers; (b) for farm and rural workers.

Board of Education Grants for graduates and experienced teachers and for certificated teachers for third year training.

Apply for particulars as to residence, grants, fees, &c., to THE SECRETARY, 11 Tavistock Square, W.C.1.

PRIVATE SCHOOL within 120 miles London. Wanted for House Party for 10 days between Aug. 28 and Sept. 10. Preferably not town.—HENDERSON, 34 Barrowgate Rd., London, W.4.

NORTH OF ENGLAND.

THE CALDER GIRLS' SCHOOL,

Seascale, Cumberland.

Mountain and Sea air,
dry, bracing, and sunny.

The aim is to give a sound education to Girls on Public School lines.

One of the five houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field.

Illustrated Prospectus on application to the Head Mistress.

MRS. CURWEN'S PIANO- FORTE METHOD. ALSO EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

TRAINING CLASSES for MUSIC TEACHERS, held on Wednesdays and Saturdays at the Wigmore Hall Studios, Wigmore Street, W.1, taught by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. An interview may be had by appointment.

TRAINING COLLEGE, DARLINGTON.

ONE-YEAR COURSES OF

TRAINING are provided for those wishing to qualify (1) as SUPERINTENDENTS of Nursery Schools; (2) as TEACHERS in Continuation Schools. Trained Certificated Teachers, Certificated Teachers, or Graduates, or candidates who have passed Higher Local or Higher Froebel examinations are eligible. Particulars as to fees, grants, and courses of work on application to the Principal, Miss F. HAWTREY.

Speech Training and Elocution.

MISS LAURA SMITHSON,

L.R.A.M. Elocution A., Director of Stratford-on-Avon Shakespeare Festival Summer School of Education. Recommended by Sir Frank Benson, Miss Lillian Baylis, Ben Greet, Esq., William Poel, Esq. Elocution, Voice Production and Dramatic Training. Pupils prepared for L.R.A.M. Elocution Diploma. Schools near London visited. Stammering and other defects of Speech treated. Address—109 Abbey Road Mansions, N.W.8. North Country towns, including Newcastle-on-Tyne (Conservatoire of Music) visited weekly by Miss IVY SMITHSON.

L. R.A.M. and A.R.C.M. Teaching. Singing Exams. Special Correspondence Course and personal tuition. Complete preparation. Pupil writes: "Your Course is excellent, and my singing work has greatly improved, thanks to your tuition.—A. F."—Mr. W. LEE WEBSTER, L.R.A.M., A.R.C.M. (Teaching Singing), 22 Lucknow Avenue, Nottingham.

PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEY PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM (SWEDISH SYSTEM),

offers complete Teacher's Training in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Games, Swimming, Anatomy, Hygiene, Physiology, &c.

THREE YEARS' COURSE.

Good Appointments after Training.

For Prospectus apply—The Secretary.

THE LING ASSOCIATION (And Affiliated Gymnastic Societies).

FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N. 19.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 7d.; Rounders Rules, 4d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., apply to the Hon. SECRETARY.

BEDFORD PHYSICAL TRAINING COLLEGE. LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD
(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games—Swimming and Boating in the summer. Fees: £140 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

CHELSEA COLLEGE OF PHYSICAL EDUCATION FOR WOMEN. (SWEDISH SYSTEM.)

Chairman of the Governing Body:
The Rt. Hon. The LORD DOWNHAM.

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3. Tel.: Western 899.

LIVERPOOL PHYSICAL TRAINING COLLEGE, BEDFORD STREET, LIVERPOOL. LING'S SWEDISH SYSTEM. Principal: Miss IRENÉ M. MARSH.

For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

THE Course is two years, and includes a large number of subjects, making the training very valuable and enabling each Student to specialize in some particular branch.

It includes Educational and Remedial Gymnastics, Fencing, Rowing, and Swimming. All Games are taken to a very high standard, and Dancing is also made a speciality. Also it includes two subsidiary subjects—Needlework and Elocution.

Lectures and lessons are given in Anatomy, Physiology, Pathology and Orthopaedics, Ambulance, Home Nursing, Theory of Movement, &c.

For prospectus apply—COLLEGE SECRETARY.

GARDNER'S PHYSICAL TRAINING COLLEGE, WALLINGTON, SURREY.

Complete training is given on Arvedson's principles in Educational and Remedial Gymnastics and Massage, also Dancing, Fencing, Swimming, Sports, &c.

Students must be well educated, and between the ages of 18 and 30.

Fees per annum, 90 guineas resident, 45 guineas non-resident.

There is also a One Year's Course for Remedial and Massage work. Fee 21 guineas.

Three Scholarships will be awarded annually to the value of One, Two, and Three Years' training. For full Particulars apply to the SECRETARY.

DENMARK HILL PHYSICAL TRAINING COLLEGE

and School of Massage, Sunray Avenue, Herne Hill, London, S.E.24.

Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

OPEN-AIR GYMNASIUM. SPORTS GROUND. RESIDENTIAL HOSTEL ATTACHED.

THE INCORPORATED BRITISH ASSOCIATION FOR PHYSICAL TRAINING.

President: The Rt. Hon. the Earl of Lonsdale.

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E.13.

THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members.

Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS, Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Hon. Secretary.

PHYSICAL TRAINING COLLEGE, QUEEN ALEXANDRA'S HOUSE GYMNASIUM, KENSINGTON GORE, S.W. 7.

EDUCATED GIRLS TRAINED as TEACHERS of Drill, Gymnastics, Games, Dancing, Fencing, Swimming, Massage, and Remedial Exercises. A four terms' course in Massage only can be taken separately. Apply for prospectus to The Misses BEAR, Principals.

BEDFORD COLLEGE OF DANCING AND PHYSICAL CULTURE.

The Crescent Studios, 4a The Crescent, Bedford.

MISS MILDRED BULT receives resident and non-resident students to train for the profession. A thorough training in Technique in all branches of Dancing and in Class Teaching given.

The course includes Drill, Gymnastics, Fencing, and Voice Production. Students live in the Principal's pleasant private house and have every home care and comfort. For Prospectus apply—Miss BULT.

PHYSICAL TRAINING COLLEGE LOWER REDLAND ROAD, BRISTOL.

TRAINING in Swedish and British Gymnastics for public examination. Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene.

Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of The English Folk Dance Society.

Residential fees on application to—The Misses JENNINGS, HOLBROW, and COLSON.

For other Physical Training Advertisements see pages 203, 208, 241.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, STUDENTSHIPS, and BURSARIES.

University of London. University College.

THE Session 1920-21 will begin on October 4th. Intending students are invited to communicate with the Provost as soon as possible.

ENTRANCE SCHOLARSHIPS.

Examinations will be held, beginning on or about May 11th, 1920, for the following Scholarships:—

A.—Tenable in one of the following Faculties—Arts, Laws, Science, Medical Sciences, and Engineering.

THREE ANDREWS SCHOLARSHIPS, value £30 each.

The Scholars are eligible for Andrews First or Second Year Scholarships at the end of their first and second years.

B.—Tenable in the Faculty of Arts only—

WEST SCHOLARSHIP in English and English History, value £30.

ROSA MORISON SCHOLARSHIP, value £30 a year for three years.

CAMPBELL CLARKE SCHOLARSHIP, value £40 a year for three years.

C.—Tenable in the Faculty of Science only—

GOLDSMID SCHOLARSHIP, value £30 a year for three years.

D.—Tenable in the Faculty of Engineering only—

GOLDSMID SCHOLARSHIP, value £30 a year for three years.

Special concessions have been arranged for Candidates who have been on War Service.

Examinations will be held, beginning in July, for the following Scholarships, tenable in the Faculty of Medical Sciences:—

BUCKNILL SCHOLARSHIP, value 135 guineas.

TWO EXHIBITIONS, value 55 guineas each.

Application for full Regulations of the above-mentioned and other Scholarships, or for Prospectuses of the College in all Faculties, or for particulars of Post-graduate and Research work should be made to

WALTER W. SETON, M.A., D.Lit.,
University College, London.
(Gower Street, W.C.1.) *Secretary.*

UNIVERSITY OF MANCHESTER.

SESSION 1920-21.

ENTRANCE SCHOLARSHIPS EXAMINATION.

THE Examination for Entrance Scholarships will commence on the 17th May next. The last day for application in the present year is 1st April.

UNIVERSITY OF MANCHESTER.

ASHBURNE HALL.

THE Council offer for award in June, 1920:—The KATHARINE ROMILLY ENTRANCE SCHOLARSHIP, £50 a year for 3 years; the ASHBURNE HALL RESEARCH STUDENTSHIP, open to Women Graduates of any University; and the OLD FRIENDS' TRAVELLING SCHOLARSHIP, £50 for one year, open to past and present Students.

Particulars may be obtained from the WARDEN.

PRIFYSCOL CYMRU. UNIVERSITY OF WALES.

THREE FELLOWSHIPS, tenable for two years, are open to Graduates of this University.

Applications must be received before June 1st, 1920, by the REGISTRAR, University Registry, Cathays Park, Cardiff, from whom further information may be obtained.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

ALDENHAM SCHOOL, near ELSTREE, HERTS.—ENTRANCE SCHOLARSHIPS, 1920. An Examination will be held on June 3rd and 4th, 1920, for eight or nine Scholarships, all tenable for two years, and open to boys under 15 on May 1st; namely—one ALFRED SMITH SCHOLARSHIP of £50, about five JUNIOR PLATT SCHOLARSHIPS of £40, and about two HOUSE SCHOLARSHIPS of £20.

Further particulars may be had from the HEAD MASTER.

BEDFORD SCHOOL.—Head

Master: REGINALD CARTER, M.A. An Examination will be held at Bedford on March 16th, 1920, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BRIGHTON COLLEGE.—An

Examination will be held in June, 1920, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTENHAM COLLEGE.—12

ENTRANCE SCHOLARSHIPS and EXHIBITIONS (for boys not already members of the College). The awards include five of £70 each, and the JAMES OF HERFORD SCHOLARSHIP of £35 per annum for boys born, educated, or residing in HERFORDSHIRE. There are also some CLERGY NOMINATIONS of £30 per annum. Examinations on May 25th, 26th, and 27th. Details on application to the BURSAR, Cheltenham College.

CHELTENHAM LADIES' COLLEGE.—An Examination for TWO ENTRANCE SCHOLARSHIPS, £40 and £30, will be held in May, 1920, for candidates over 13 and under 15 on 1st September.—Further particulars may be obtained from the SECRETARY.

DOWNSIDE SCHOOL, BATH.

CLASSICAL and MATHEMATICAL SCHOLARSHIPS, value £30 a year. Examination in June.

Particulars from—

The Head Master,
Downside School,
Stratton-on-the-Fosse,
Near BATH.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to ACTING SECRETARY, 66 Southampton Row, W.C.1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL, Incorporated by Royal Charter.

Head Master: F. W. STOCKS, M.A.

Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.

EXAMINATION for ENTRANCE SCHOLARSHIPS in March.

Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

GRESHAM'S SCHOOL, HOLT, NORFOLK.

ANNUAL SCHOLARSHIPS EXAMINATION, JUNE 2ND AND 3RD.

ENTRIES received not later than

15th May. Apply to the HEAD MASTER.

KENSINGTON HIGH SCHOOL
(G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W.8.

KING'S SCHOOL, BRUTON, SOMERSET.

THIS School, which was founded

in 1519, is an endowed Public School in which boys are prepared primarily for University, Army, and Professional Examinations. Three Scholarships (£50, £40, and £30 per annum) tenable in the School, are offered annually in June, and there are two Leaving Exhibitions and one Leaving Scholarship. There is a Junior School for boys under 12. Fees, £64, 18s. to £70.—C. H. TREMLETT, M.A., Head Master.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S

SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

LANCING COLLEGE SCHOLARSHIPS.—Entrance Scholarships will be

offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

(a) Six Scholarships (at least), Classical and Modern, varying from £80 to £30 per annum.

(b) Two Choral Exhibitions of £30 per annum, open to all boys who can sing and read music.

Full allowance in all cases will be made for age.

Candidates will be examined at Lancing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLEY, Lancing College, Shoreham, Sussex.

MALVERN COLLEGE.

TWELVE OR MORE

ENTRANCE SCHOLARSHIPS,

value £87 to £30, and some Exhibitions, value £25 to £12, will be awarded by Examination to be held on June 1, 2, and 3 (Tues., Wed., and Thurs.).

Particulars of these and of certain valuable War Exhibitions (awarded without Examination), from the HEAD MASTER or BURSAR.

NEWNHAM COLLEGE.—TWO

SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

ST. PAUL'S GIRLS' SCHOOL,

BROOK GREEN, HAMMERSMITH, W.6.—The next EXAMINATION for FOUNDATION SCHOLARSHIPS will take place on TUESDAY, WEDNESDAY, and THURSDAY, July 6th, 7th, and 8th. These Scholarships exempt the holders from payment of Tuition Fees. Applications should be made to the HIGH MISTRESS at the School. The last day for the registration of Candidates is Monday, June 21st.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships

and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—
S. M. TOYNE, M.A., Head Master.

For other Scholarship Advertisements see pages 204, 208.

BURLINGTON CORRESPONDENCE COLLEGE.

Principal: Mr. J. CHARLESTON, B.A.
(Honours Oxon. and Lond.).

TUTORS.—The Staff includes Graduates of London, Oxford, Cambridge, and other Universities.

Expert tuition for:—

**Matriculation,
Intermediate Arts and B.A.,
Intermediate Science and
B.Sc.** (Theoretical Subjects only).
**L.L.A. (St. Andrews),
C.P. Diplomas,
and Independent Study.**

SINGLE subjects may be taken if desired.

**LATIN, GREEK, FRENCH, HEBREW,
MATHEMATICS, LOGIC, PSYCHOLOGY, &c.**

**Address—THE SECRETARY,
Burlington Correspondence College,
14 Elsham Road, Kensington, W.14.**

MISS DYMHPNA SMITH'S
EDUCATIONAL DEPARTMENT, 231
EBURY STREET, S.W.1.—Principals needing good
ASSISTANT MISTRESSES, now or in the future,
should apply THE REGISTRAR, as above. Private
Governesses also supplied. (Miss Dymphna Smith
interviews applicants personally, 11 to 1, or by ap-
pointment.)

Physical Training.

See also pages 203, 208, 241.

H. G. JUNKER'S INSTITUTE
(Physical Training College)
**OF SWEDISH (LING'S) EDUCATIONAL
GYMNASTICS, SILKEBORG, DENMARK.**

Sanctioned by the Danish Board of Education.

THE FULL TRAINING
COURSE of Swedish Gymnastic (Theory
and Practice), including Anatomy and Physiology
(Hygiene), Psychology, Games, Dances, some Cor-
rective and Remedial work, &c. (held in the English
Language), for men and women, thoroughly equip-
ping students of good education as teachers of Ling's
System, commences on September 3rd.

The Course extends over two years, but specially
prepared students may complete the training in one
year.

Fee: £99 per annum, including tuition, board, and
lodging. (No extras except laundry.)

**The Annual HOLIDAY COURSE will
be held from July 30th to August 26th.**

Fee: £12 including tuition, board, and lodging.

Application Form and further particulars can be
obtained from the PRINCIPAL.

H. G. JUNKER,
Late Assistant Inspector of Physical
Education under the Danish Board
of Education, late Special Instructor
and Inspector to the Education
Committee of the County Council
of the West Riding of Yorkshire,
England.

PORTLAND ROAD GYM-
NASIUM, London, W.—Students thoroughly
trained for Public Examinations. Duration of Course,
2 to 3 years. All branches of Physical Work. English
and Swedish Gymnastics, Hygienic Exercises,
Dancing, and Remedial Work.—Miss TOLLEMACHE,
Member and Examiner of the British College of
Physical Education, M.G.T.I., Kyson, Highcroft
Gardens, Golder's Green, N.W.4.

THE BERGMAN ÖSTERBERG
PHYSICAL TRAINING COLLEGE, Kings-
field, Dartford Heath, Kent.

See advertisement on page 203.

SCHOOL DESKS. NEW DESIGN.

Caps, Ties, Badges, &c., at
wholesale prices.

Original ideas for School
Prospectuses.

**EDUCATIONAL BUREAU,
1 and 2 Sicilian House,
W.C.1.**

Phone: Museum 6294.

JOINT SCHOLASTIC AGENCY, LTD.

The object of this Agency is to render assistance at
a minimum cost to Masters seeking appointments.
*There is no Registration Fee, and the lowest
possible charges are made for Commission,
which are still further reduced by large dis-
counts—see Rules VII and VIII of Prospectus,*
which will be sent on application.

This Agency is under the direction of a Committee
representing the following leading Educational
Associations:—

**Head Masters' Conference; Incorporated
Association of Head Masters; College of
Preceptors; Teachers' Guild; Incorporated
Association of Assistant Masters.**

Registrar: Mr. E. A. VIRGO.

9 Brunswick Square, London, W.C.1 (near Russell
Square Tube Station and the Foundling Hospital).

Office Hours: 9.30 a.m. to 5 p.m.

Saturdays, 9.30 a.m. to 1 p.m.

The most convenient hours for interviews are from
11.30 a.m. to 1.30 p.m., and from 3.30 p.m. to 4.30 p.m.
Appointments should be made when possible.

**Telephone: Museum 3217. Telegrams: "Edu-
catorio Grenville London."**

Scholarships, &c.

See also pages 204, 207.

TONBRIDGE SCHOOL.—
SCHOLARSHIPS EXAMINATION on the
8th, 9th, and 10th of June, 1920. One Scholarship of
£100 p.a., one of £80 p.a., and one of £40 p.a., and
not exceeding six Foundation Scholarships entitling
to exemption from payment of the Tuition Fee, will
be offered for competition. Also the Low Scholar-
ship of £50 p.a., open to sons of persons who are or
have been in any of the various services under the
British Government in India. For particulars apply
to the SECRETARY TO THE HEAD MASTER, School
House, Tonbridge.

WEYMOUTH COLLEGE.

**SIX SCHOLARSHIPS for CLASSICS
or MATHEMATICS,**

of the value of £40 downwards, and open to boys
between twelve and fourteen.

**are offered annually for
Competition.**

Next Examination will be in June, 1920.

For Prospectus and other information apply to the
HEAD MASTER.

WOODBIDGE SCHOOL.—

Three or four FOUNDATION SCHOLAR-
SHIPS, open to Boys under 15 years of age, will be
competed for next May. These Scholarships exempt
the holders from tuition fees (£10-£12) and usually
carry with them House Scholarships of from £10 to
£25, according to the merit of the candidates. For
full particulars apply to the HEAD MASTER.

WYCOMBE ABBEY SCHOOL.

ENTRANCE SCHOLARSHIPS. — An
Examination will be held in May. The Scholarships
will be of the value of £60 each per annum. Can-
didates must be under 14 years of age on April 1st, 1920.
Entries cannot be received after April 8th. For
particulars apply to the HEAD MISTRESS.

THE SCHOLASTIC, CLERICAL & MEDICAL ASSOCIATION, LIMITED.

**22 CRAVEN STREET,
TRAFALGAR SQUARE,
LONDON, W.C.2.**

Telegraphic Address: "TRIFORM, WESTRAND, LONDON." Telephone No.:
Gerrard 1854.

Advice as to Choice of Schools.

A Register of Schools, Private Tutors, &c., is kept
at the Offices of the Association, and Parents or
Guardians may obtain, without charge, information
and advice as to Schools for Boys or Girls (in all
parts); Tutors for University, Civil Service, Legal,
Medical, Naval or Military Examinations, and as to
Educational Establishments of every kind. Pros-
pectuses of Schools, &c., can in most instances be
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N.W. COAST.—Flourishing old-established, high-class Boarding and Day School for Girls: 47 boarders paying from 75 guineas per annum, in addition to extras, and 34 day pupils and day boarders. Excellent premises and grounds. Gross receipts nearly £5,000 per annum, net profit over £1,000 a year. Goodwill £2,000, furniture at valuation; part of the purchase money could be paid off by instalments.—T 2,241.

KENT.—Training College for Children's Nurses: 20 resident students paying £64 per annum for a nine months' course; the children pay £9. 10s. a quarter, or £6. 10s. a month. Gross receipts about £2,800, which produces a good profit. A quarter's fees accepted for goodwill; furniture could be paid for by instalments at a fair valuation.—T 2,687.

SURREY.—Finishing School, with Domestic Science Department: 42 boarders paying from 105 to 120 guineas per annum, exclusive of extras; net profit about £1,500. £4,000 required for goodwill, furniture, and equipment, three-quarters of which could be paid off by instalments.—T 3,104.

SOUTH COAST.—Flourishing Boarding School for girls, containing between 70 and 80 boarders at fees of from 78 to 84 guineas per annum, exclusive of extras; gross receipts nearly £10,000, net profit over £3,500. Goodwill, furniture, and equipment £8,000, half of which could be paid off by instalments. There is a lady on the staff who might be willing to join a purchaser in partnership.—T 3,127.

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WEST OF ENGLAND.—High-class Boarding and Day School containing 15 boarders paying fees from 80 to 90 guineas per annum, and 47 day pupils paying from 12 to 30 guineas per annum; gross receipts about £3,000 a year. Goodwill £950; furniture could either be taken at valuation, or would be let with the house at £180 per annum.—T 2,502.

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IRELAND.—High-class School for daughters of professional men; 36 boarders paying fees from £50 to £90 per annum, 60 day pupils paying from £6 to £30 per annum; gross receipts £3,600, net profit nearly £1,000 a year. Reasonable terms made with suitable successor, who must be an Evangelical Churchwoman. Part of purchase money could be paid off by instalments.—T 2,538.

WEST OF ENGLAND.—Well established Boarding and Day School containing 17 boarders paying from 60 to 75 guineas per annum, and 33 day pupils paying from 12 to 21 guineas per annum, who are all girls of a good class. Gross receipts nearly £2,000 a year, net profit between £300 and £400 a year. Goodwill £700, furniture at valuation.—T 3,084.

LONDON.—Day School of the highest class containing 80 to 100 pupils; gross receipts over £3,000, net profit over £1,000 per annum. Goodwill £2,000, furniture at valuation. A partner would be received with a view to succession, and part of the purchase money could be paid off by instalments.—T 3,072.

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OCCASIONAL NOTES.

THE abolition of Greek as a compulsory subject in Responsions at Oxford should be of great benefit to education. It sets the schools free from uncertainty; it stops the further recruitment of that class of unwilling victims who associate Greek with a resented and unintelligible drudgery; it strikes a blow against the use of examinations for imposing compulsion in the supposed interests of particular studies; last, but not least, it should close the ranks of the lovers of classics and set them free to promote the cause of genuine Greek study among all classes of the community. There is nothing more certain than that, among the boys of the elementary schools of the country, there are many who are capable of profiting by a classical education in the fullest measure, and it is a regrettable fact that there are wide areas of the country, and even some large cities, where opportunities for such study no longer exist. It is to this problem that all who believe in classics should address themselves, and especially the Prime Minister's Committee on Classics, which is now sitting. All the endowments which exist, especially those at the older universities, are required, and it would be a fair demand to make of the Civil Service Commissioners that, in the examinations for all posts for which a good secondary education is required, Greek should find a place on an equality with other subjects. For Greek is not a course whose full profit can be attained in one year or two; but the profit for the right student, when it is attained, is very great, and it should be within the reach of all who have the capacity for it.

The Abolition of Compulsory Greek.

THE forms of non-teaching service recently declared by the Board of Education to be "Qualifying" under the Superannuation Act cover nearly, but not quite, all those which a teacher may fairly claim to include in the thirty years of service necessary for retiring benefits under the Act. Inspectors of schools in any Government Department in England, Scotland, or Ireland, and officials of the Board of Education, or of the Scotch and Irish Education Departments; officials of a local education authority whose salaries are paid out of the education rate (but not, of course, municipal or county officials generally); officials of any non-profit-making school or institution or university, in which teaching service would be regarded as recognized or qualifying, may count such service, both past and future, as "qualifying." Teachers in technical schools may be allowed normally up to five, in special cases even up to seven, years of industrial or commercial experience. Finally, domestic economy teachers lent to the Navy and Army Canteen Board as from April 1, 1919, may include such service. The Board have also decided that actual teaching service in profit-making schools may be considered "qualifying" if the Board are satisfied that such schools "were conducted on the same standards of efficiency, and with the same general principles, as schools under public control"; but this refers only to service prior to April 1, 1919. Existing secondary-school teachers, the class chiefly affected, must note that the terms are general, but that, obviously, the efficiency of each school must be a matter for individual consideration. It will lie with the teacher to produce evidence of that efficiency when a school, as has happened in many cases, has ceased to exist.

THE syllabus of the new Certificates of Education, to come into operation on July 1, 1921, have now been issued by the War Office. There are to be three certificates for men—third, second, and first class—and a special certificate for officers and men. For the third class the subjects are reading, writing, arithmetic, and elementary history and citizenship. For the second, English, mathematics, imperial history and citizenship, and an optional subject, either a language or a group, such as agricultural, handyman, music, hygiene, shorthand and typewriting, or mechanical drawing. The first class includes the above, with geography and map-reading instead of imperial history. Candidates for the special certificate must pass in English, mathematics, an ancient or modern language, and two subjects from such groups as economics and citizenship, languages, logic, mechanics, physics, zoology, civil engineering, commerce, and music. This is an excellent innovation for the soldier, for on his demobilization he will have a civilian calling at his command, and be able to become a useful and productive citizen. In pre-war days, when he could not obtain admission into the Corps of Commissionaires, he drifted into blind-alley occupations, and in extreme cases into criminal habits. Whereas under this new scheme he can become a gardener, handyman, bandsman, hospital attendant, clerk, draughtsman, builder, or science demonstrator. But the success of these proposals will depend on the type of schoolmasters the army can attract. At last salaries of teachers are on the up-grade, and, unless the Army Council can persuade capable teachers to

Army Certificates of Education.

undertake this new work, the soldiers will not enter for these certificates in the numbers they should.

WE recently had occasion to refer to the steps taken by the London County Council to secure the necessary supply of teachers for the compulsory day continuation schools which are to come into being under the Act of 1918. The full scheme of the Council's Higher Education Sub-Committee has since been published, and it certainly foreshadows a wise and enlightened policy on the part of the Council. The continued education of young persons up to sixteen is to be of a general character, the curriculum embracing such subjects as English, history, geography, economics and civics, mathematics, science, drawing, domestic instruction for girls and manual instruction for boys, and especially physical training, which is compulsory under the Act. Having regard to the time available, we presume that it is not contemplated to attempt all these subjects in all schools, but that the list represents what the principal (as the head of the school is to be called) may choose from, according to the particular circumstances of the school. In the case of young persons between sixteen and eighteen the instruction may have a vocational bias, and include the underlying principles of various technical subjects for those coming from factory or workshop, office or bank, as the case may be. The Sub-Committee hope to be soon in a position to consider the whole curriculum. We are glad to see that they are quite alive to the importance of training young persons to a wise use of the expanding hours of leisure.

**Day Continuation
Schools in
London.**

SO much for the purely educational side of these proposals. As to the administrative side, we note that the report favours, as on the whole the most convenient arrangement for all parties, two half days of four hours each week. Schools are to be established near the place of employment rather than near the place of residence; and, except in the case of seasonal trades, facilities for instruction are to be continuous throughout the year, though no teacher will be required to work more than 44 weeks a year. As a first provision, 22 schools are to be established. Each school is to provide 360 places, but as each pupil will attend only two half-days a week out of ten, this will allow for an enrolment of 1,800 pupils. Subject to the agreement of the Board of Education as to the "appointed day," these 22 schools are to be opened on or about January 1, 1921. It is proposed that the voluntary principle shall be recognized and encouraged, in the case of large firms desiring to institute (as some have already instituted) schools for their employés; and that this principle shall be extended to religious organizations and to other bodies willing to provide premises, and possibly desiring to share the control of schools. But in all such cases it will, of course, be the Council's duty to see that its general policy is being carried out.

**Their
Administration.**

THE preaching of Dr. Jowett in Durham Cathedral is an event which, as Carlyle would say, is "significant of much" in the history of education as well as the history of the Church. It means that there is a new atmosphere in which the synthesis of hitherto antagonisms becomes not only possible but inevitable. The war has

**The Old Religious
Difficulty.**

strengthened our sense of national solidarity. There was no thought in the trenches of the difference between Church and Dissent, or between Protestant and Catholic. The common danger united all in a common effort. In the spirit thus engendered there is no going back to the old "religious question," as we knew it in the first decade of this century. There are no doubt some few professional fighters left who drank the joy of battle with their peers in those far-off wellnigh forgotten days. But we have no use for them to-day.

The noblest answer unto such
Is perfect stillness when they brawl.

Our whole conception of education has become broader and richer. We conceive of it no longer as the inculcation of the three R's plus the Catechism. It is the preparation for complete and generous living. And when men rise to bigger and broader conceptions, when they fix their aims high, they do not squabble. The squabblers are those who are fixing their attention on the niggling, petty things of life.

IT was some few men and women, of different schools of thought in religion, but holding this broader, higher view of education, who met together in 1908 to think out the terms of an educational settlement which should be acceptable to all parties. Their report was issued in 1910, and their main proposals were embodied in a Bill presented by Mr. T. E. Harvey, M.P., in July, 1911. Mr. Harvey and Sir Michael Sadler were the Joint Honorary Secretaries of the Executive. The proposed plan of settlement safeguards the religious freedom of the parent. It delivers the teacher from the tyranny of the tests and imposes the duty of religious teaching on none except those who voluntarily undertake it. Above all, it saves the school from that wholesale secularization which at one time seemed to be the only possible escape from the perpetuation of barren controversies. It recognizes that unity is not the product of a system imposed by authority from above, but is a spiritual growth from within, the outcome of a mutual *rapprochement* among both teachers and taught. Administrative unity there must be, but within that framework there is left free scope for the effort of varying religious groups. It is on these lines, thoroughly thought out, as they have been, by this Committee, that the work of unification must proceed, and the "two nations" created by the Act of Uniformity become welded into one without the loss of any vital quality belonging to either. And the time is ripe. The very fact that the religious difficulty is not mentioned in the Act of 1918 makes that Act more religious than any of its predecessors.

**Towards
Educational
Peace.**

THE new circumstances caused by the war in all professions put an additional burden on the masters of upper forms in schools and on the Appointments Boards at the universities. Not the least important function they have to perform is to advise their pupils as to the careers they can follow after their education is finished. Before the war the regular thing was for the cleverest pupils to go to the university, gain there an honours degree, and then attempt the competition for the Home or Indian Civil Service. That service once entered, they felt safe for life, as they knew they would have a competence

Careers.

until the age for retirement, when an adequate pension would enable them to end their days in comfort. But to-day the goal of £1,500 a year, coupled with the burden of a K.C.B., does not appear so attractive. For £1,500 now does not mean more than £700 at pre-war prices; and Sir John Smith cannot live as cheaply as plain John Smith, Esq. His work is rendered less efficient by home worries; his children do not have the education he would like; he cannot return the hospitality he is forced to accept on the same scale as he has received. The same law is working with the other professions. A few big lawyers may make £20,000 a year, but the average is probably under £2,000; a few fashionable physicians can boast of £6,000, but the general practitioner has to be content with £700 to £1,500; the chartered accountant is no better off. The Army and Navy have never received a living wage, while the clergyman and the schoolmaster have ceased even to expect one. So it is a heavy responsibility to recommend a boy to go into a profession, with its long apprenticeship. He may be condemned for life to black-coated servitude among the *nouveaux pauvres*. It seems as if the best brains of the country will, in the future, go more and more into commerce, if only to gain an income on which they can live. This tendency is more apparent in France and Italy, where dukes and minor fry are becoming junior partners in large firms. It is the only way to keep their estates intact and to keep their mansions open. The same will occur in this country unless the fees of professional men are increased in the same proportion as those of the manual labourers.

THE important question has been raised whether parents of elementary-school children may be asked to contribute to the cost of school journeys and educational visits, including, for example, visits to theatres, for the purpose of witnessing Shakespearean performances.

Parents and School Journeys.

We call the question important because it involves that which gives life and reality to much of the teaching, especially in geography, Nature study, literature and history. No good teacher of any of these subjects could remain satisfied with what can be done within the four walls of a schoolroom. Mr. Fisher, replying to Mr. J. H. Thomas, points out that technically everything depends upon whether the school journey counts as an attendance at school and forms an inherent part of the curriculum for the purposes of the time-table. If it is so treated, a charge would be illegal; if it is not so treated, a charge may be made, provided that the arrangements for payment are such as the Board can approve. The significance of the qualification is that the Board would object to any arrangement which excluded a child from the benefits of the school journey or visit merely because his parents could not afford to contribute to the cost. Mr. Fisher's pronouncement seems to us likely to work very well in practice, though it cannot be called strictly logical if, as we strongly hold, the school journey is essential to sound teaching.

THE paper read by Mr. J. H. Taylor at the annual meeting of the Association of Technical Institutions on "Day Continuation Schools" gives an interesting account of what must be regarded as a successful experiment at Dewsbury. A number of manufacturers and employers in that borough undertook to give their young employees

the privilege of attending a school one day a week without reducing their wages, the main objects of the school being the training of character, the formation of intellectual powers, and the cultivation of physical soundness and vigour. Within two weeks of the opening of the school, 500 pupils were enrolled, and the number of employers who allowed their young people to attend was 21. Different methods have been adopted by the firms in their arrangements for releasing boys and girls from work; generally, it has been necessary to augment the staff to the extent of one-fourth of the number of youths liberated. It is encouraging to learn that firms that have taken an interest in the scheme, and have carefully organized a system to provide for the absence of the boys and girls, have proved beyond doubt that, so far as the woollen industry is concerned, it is quite possible to produce a working scheme under which the young people may be spared from their employment without seriously affecting the work in the mills.

MR. TAYLOR is convinced that it is advantageous for pupils to attend on one whole day a week rather than for a limited number of hours on different days. He says the employers, pupils, and teachers, for excellent reasons, all prefer that arrangement. He is of

Hours of Attendance.

opinion, and it is a more or less obvious conclusion, that the success of a day continuation school depends entirely upon the kind of teachers engaged. Good teaching qualifications are essential, but high academic attainments unnecessary. Personality is the one thing needful. Such experience as is gained by successful evening school work, or by various types of social work among young people, should be a recommendation. As may be readily imagined, the preparation of a suitable time-table for a school, the pupils of which attend one day a week, is a difficult and, according to Mr. Taylor, disappointing task. Another difficulty also incidental to the intermittent attendance of the pupils is that of creating a corporate life throughout the institution. In Dewsbury, an attempt has been made to overcome the difficulty by social gatherings at the school on Saturday evenings and games on Saturday afternoons.

WE agree with Mr. A. Mansbridge, who contributed a paper on "Technical Schools and their Part in Adult Education," at the meeting of the Association

Adult Education.

of Technical Institutions, that a crusade against the unworthy use of hours of leisure is the need of our time. And there can be no better way for the worker to tread in his off-hours than that which leads to the development of his interests or his skill. Mr. Mansbridge, therefore, pleads for a liberal conception of educational responsibility on the part even of institutions specially concerned with technical instruction. The technical institute of to-day, he says, must face the problem of attracting the adult, fully conscious of the fact that it must be responsive to many varieties of capability and character, which will only seek for satisfaction in their own way. It may be that the need for education will be forced home to the minds of English people so powerfully in the near future that they will be willing to attend institutions which are not yet adapted to their real needs; but, unless those needs are met, they will not be able to maintain this sense of duty for long.

HOBBIES.

SINCE in these days of keen competition, education is too often confused in the public mind with the acquirement of facts and the passing of examinations, and since its success is judged by the earning power of the young people leaving our schools and colleges, there is danger lest its true aim should be forgotten. An education which stops short at providing the equipment for a life of work, and takes no account of the hours of leisure, is surely far from satisfactory. It is necessary that schools should fit their pupils for the work they are to do in the world, and consequently under the present system, the majority of children are forced to work in the same grooves for the same examinations and tests. It is therefore small wonder, that having to strive so hard for good results which will mean so much to them, they are apt to consider these results as the end of education, while there is a real danger lest the teachers should also give them too important a place in their minds. The argument so often advanced against shortening the working hours in the various industries—that people do not know how to use leisure time—is a grave reflection on our educational system.

The following account of an experiment that is being tried at the Girls' County School, Harrow, to counteract this tendency may be of interest.

The scheme, which is in its infancy, and is therefore open to much criticism, was started in September last, because it was felt that comparatively few of the girls had any interests or hobbies outside their actual school work. School days are never the time when this lack of interest is most keenly felt, and it might be argued that, as the majority of the girls in the school would eventually have to earn their own livings, and many of them have necessary home duties in addition to their school work, any further demands would do more harm than good. However, after much discussion of the pros and cons, it was decided that the school ought not only to encourage the girls to take up hobbies, but that it must also provide the necessary time for them. By a careful rearrangement of the work, it was found possible to set aside one afternoon a week for their pursuit. So far as possible no homework is set for that evening, so that, if any girls wish to carry on what they have been doing at school, they may have time to do so.

The following is the preliminary list of hobbies that was presented to the school from which to choose: Art, basket-weaving, first aid, historical and geographical, literary (English and French), music, Nature study, and needlework. Every girl was required to take up one hobby, but she was absolutely free to make her own choice. It might be mentioned here that the girls are required to keep the hobby they choose for at least one year. When the voting was taken, it was found necessary to form two groups for the art hobby, two for the music, three for the literary, four for the needlework, and one for each of the others.

In a short space it is only possible to indicate very briefly the work of one or two of the hobbies.

The aim of the art hobby is to enable the girls to appreciate what is beautiful in form and colour, and to give them some knowledge of the lives and work of the great painters of all ages. In addition to their own work of designing, stencilling, &c., they visit studios, exhibitions, and galleries. In the summer there will also be a sketching club.

The historical and geographical hobby aims at giving its members some idea of architecture, both ecclesiastical and domestic. Opportunities are given to the girls of hearing both school and public lectures. They learn the history and the legends connected with churches and old houses within reach of the school; these they afterwards visit, accompanied by a geography as well as a history specialist, so that they may also be taught to appreciate the natural features of the country through which they pass. Some knowledge of stained glass, monuments, and brasses is gained, and appreciation is encouraged by these expeditions. In the summer it is hoped to start a camera club in connexion with them.

On fine afternoons the members of the Nature-study hobby

go for country rambles, on which they collect all sorts of treasures of plant and animal life. They visit the Zoological Gardens and the Natural History Museum, which are a source of never-failing interest. On wet days they arrange their collections and make Nature-study albums. The pictures and information collected in these books are really wonderful, and testify to the keen and intelligent interest taken in the subject.

The work of the literary hobby is most varied. Good plays and books are read and discussed, and sometimes dramatized; debates are held, original compositions are read, and occasional visits are paid to good plays produced in London.

Plain sewing, embroidery, lace making, crochet, and knitting all find a place in the needlework hobby; but enough has probably been said to show something of the working of the scheme.

That the girls appreciate the hobbies afternoon there is no doubt. There is a happy buzz throughout the school, and a usual question when the closing bell rings is, "Can it really be four o'clock?" Many girls are striking out on their own lines into side-paths suggested by the main hobby; lecturers are sometimes surprised, and always pleased, with the intelligence and energy with which their lectures are followed up. So far as it is possible to judge in so short a time, the hobbies certainly seem to have a beneficial effect on the other work of the school, and there is no sign of any overstrain among the girls.

THE EDUCATION OF THE BODY.

THE new edition of the "Syllabus of Physical Training for Schools," now issued by the Board of Education, follows the general lines of its predecessors, but the lessons have been rendered more recreative in character and their formal nature materially reduced. Sir George Newman points out in his prefatory memorandum that unless the pupils are happy, alert, and eager, the most scientific and philosophic instruction has failed in its purpose. In Sweden of recent years there has been a great increase in the use of free movements, running, and dance steps, which have done much to introduce the æsthetic exercises Ling proposed, but never lived to organize. These have been given a prominent place in the new tables of the Board, in which "activity" exercises take up about half the available time instead of the seventh, or thereabouts, allotted to them under the 1909 scheme. Much attention is given to jumping and balance movements, which play a useful part in the sudden adaptations often required in daily life, while the types of movement such as span-bends, which are little appreciated by the youth of this country, are minimized or absent. Medical inspection has shown better results from a corrective standpoint in those schools in which there was an abundance of light movements and dance steps than in those where the work was more exclusively of the heavier and slower type.

Much more latitude is given to the class teacher to adapt the work to the conditions of his class and surroundings, an obvious advantage, yet one which postulates a higher degree of training in the teacher. For this reason local education authorities are urged to provide the necessary assistance by the appointment of competent persons to organize and supervise the physical training. With the present shortage of fully trained male teachers there is a little danger of the wholesale transplantation of the methods of training adults being applied to children whose powers and possibilities are of an entirely different order. So it is to be hoped the Board of Education and the larger local authorities will provide a series of courses for the help of existing teachers pending the supply of those more fully instructed from the training colleges.

In the section on exercises for younger children, the principal aims are rightly said to be to encourage alertness, maintain flexibility, and so avoid the need for corrective exercise in later years, to stimulate respiration and circulation, and incul-

cate a happy, independent spirit. This complies with the motto to be seen on the walls of most Central European gymnasia, and translatable as "blithe and bonny and good and gay." It is only in the spirit of the founders of modern gymnastics, Ling and Jahn, who were alike students of youth and nature, poets and philosophers, as well as practical organizers, that the problem of combining recreation with correction can be solved.

While the aims of the new syllabus show a distinct advance, and, reasonably interpreted, should lead to a marked improvement in national physique, some will miss the sections on correction of faults, especially as regards the fundamental positions. If these positions are once accurately acquired, all subsequent exercises exert a corrective effect; if they are inaccurate, many of the movements may exaggerate instead of improving defects of posture or carriage. The syllabus wisely advises that special attention might be given to such faults in the classroom or hall on days when the weather renders outdoor exercise impracticable. Class teachers would be well advised if they could accompany their pupils occasionally to a medical inspection, and consult with the medical officer as to positions assumed during exercise. These can be seen accurately only when the pupils are partly stripped. A little observation of this kind has lasting effects on teaching, and the association of the gymnastic mistress with medical inspection in the girls' secondary schools has proved of great benefit to all parties. Similarly, opportunities may be taken of observing the true posture of pupils during the progress of swimming lessons.

The stress placed on games adapted to all children and all ages is most welcome, and all will echo the hope of the Board that the instruction in the schools and playing fields will not be hampered through lack of time, equipment, or accommodation. Full powers for such provision exist in the Education Act of 1918.

While physical education rightly carried out will improve the physique, errors in position consistently persisted in can do a child harm as well as check the corrective efforts of natural growth, so that all who take this subject would be well advised to study the principles on which the actual exercises and their combinations are based, that there may be skilled adaptation and modification, not mere mechanical repetition.

PERSONAL PARAGRAPHS.

THE death of Sir Robert L. Morant, K.C.B., first Secretary of the Ministry of Health, and formerly permanent Secretary to the Board of Education, is a severe loss to all classes of the community. Educated at Winchester and Oxford, he commenced his public educational work in Siam as tutor to the Royal Family. Later, at the request of the King of Siam, he organized public education in that country. On returning to England, he interested himself in social and educational work in East London. In 1895 he became Assistant Director of the newly instituted "Office of Special Inquiries and Reports" in the Board of Education, and began a period of close working with Sir Michael Sadler. When the Unionist Government became committed to an educational policy, Sir John Gorst took Morant as his private secretary. The passing into law of the Education Act of 1902 was largely due to his indefatigable work, and Mr. Balfour decided that Morant was the man to carry out the Act. He was appointed Acting Secretary of the Board in 1902, and in 1903 became Permanent Secretary. His handling of the many difficulties arising from the religious and other controversies engendered by the Act enabled him to administer it in spite of the most determined opposition, and to justify it in the eyes of reasonable educationists. His insistence on the details of administrative organization gave rise occasionally to criticism, but no man was really less bureaucratic than Morant. When the National Insurance Act was incepted, Sir Robert

Morant was called to the Chairmanship of the Insurance Committees, and again more than justified the choice.

THE death of Prof. James Emerson Reynolds will be deeply regretted by all interested in scientific progress. An Irishman by birth, Dr. Reynolds spent most of his life in his native country. Although he qualified for the medical profession by becoming a licentiate of the Edinburgh College of Physicians and Surgeons in 1865, and also of the Dublin College of Physicians in 1873, his natural aptitude for chemical investigation led him to forsake medicine for chemistry, and in 1875 he was appointed to the Chair of Chemistry and Chemical Philosophy at Dublin—a position which he retained until 1903. His many and important researches gained him the Fellowship of the Royal Society in 1880. He served as president of the Society of Chemical Industry in 1891, president of the chemical section of the British Association at Nottingham in 1893, and president of the Chemical Society in 1902-3. His text books on "Experimental Chemistry for Junior Students," published in 1886, opened the avenues to chemical investigation in a new and fascinating manner, and were of invaluable service to teachers and students for many years.

PROF. WINIFRED CULLIS, of the London (Royal Free Hospital) School of Medicine for Women, is giving a course of lectures at Vassar College, U.S.A. As chairman of the International Relations Committee of the Federation of University Women—a body which is working in conjunction with the Association of Collegiate Alumnae of America—she proposes later to visit universities and women's colleges throughout the Eastern States before her return to England in May next.

MISS C. W. DIXON, vice-principal of Malvern Girls' College, Worcestershire, has been appointed head mistress of the Maynard School, Exeter. Miss Dixon graduated B.A. London with Honours in History, and holds the Cambridge Teachers' Training Diploma. She takes up her new position next term.

MR. W. E. H. BERWICK, who has recently been appointed lecturer in mathematics in the University of Leeds, is a native of Bradford and one of the most eminent of the younger generation of pure mathematicians. He was educated at the Bradford Grammar School, where he was one of the most promising pupils of Dr. Clement Jones, head of the Mathematical Department. He entered Clare College, Cambridge, as a scholar, and graduated as Fourth Wrangler in 1909. He gained a First Class in Part II of the Mathematical Tripos in the following year, and won one of the Smith's University prizes in 1911. He was assistant lecturer in the University of Bristol for two years, and afterwards became lecturer in mathematics in University College, Bangor. During the war he rendered valuable service on the Technical Staff of the Anti-Aircraft Experimental Section of the Munitions Department at Portsmouth, making important contributions to the experimental and comparative theory of gunnery. He has published a long series of papers in the Proceedings of the London Mathematical Society.

THE Governing Body of Alleyn's School, Dulwich, are to be congratulated on securing the services of Mr. R. B. Henderson as head master. Mr. Henderson received his early education at Bristol Grammar School; he is a Scholar and Goldsmith's Exhibitioner of New College, Oxford, and he graduated M.A. with First Class Maths. in 1901. He has held appointments at King Edward's School, Birmingham, Rugby School, and, since 1911, he has been head master of the Strand School, Brixton Hill.

THE vacant head mastership at the Strand School is to be filled by Mr. S. R. K. Gurner, who has been an assistant

master at Marlborough College for some years. During his army service Mr. Gurner was awarded the Military Cross and was mentioned in dispatches.

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THE University College of North Wales, Bangor, has chosen Major W. P. Wheldon, an old student of the College, as Registrar. For many years the post has been held by Prof. J. E. Lloyd, who was also professor of history in the College. Major Wheldon has studied at St. John's College, Cambridge, as well as at Bangor, and has qualified as a solicitor. He served throughout the war with the Welsh Fusiliers and, in 1917, was awarded the D.S.O.

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MR. H. A. DENHAM, Physics Master at Hymer's College, Hull, has been appointed head master of the Folkestone Harvey Grammar School. Mr. Denham is a Foundation Scholar and a Prizeman of St. John's College, Cambridge, and obtained a First Class in the Natural Science Tripos in 1901. He was formerly on the staff at South Shields High School. During the war he was major in command of a siege battery in France, and was awarded the D.S.O. and mentioned in dispatches.

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MR. A. A. COCK has been appointed to the Chair of Education and Philosophy in the University College of Southampton, *vice* Major Shelley, who has taken up the Directorship of the Army School for Training Teachers at Newmarket.

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THE head mastership of the Mundella Secondary School, Nottingham, has been offered to Mr. R. B. White, who has been head master of the County School, Purley, since 1914. Mr. White has seen service as an assistant at Hulme Grammar School, and for some eight years was on the staff of the Middlesbrough High School.

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MR. H. HAINES, Chemistry Master at King Edward VI Grammar School, Southampton, has accepted the head mastership of the Junior Technical School, Middlesbrough. Mr. Haines was educated at Barry County School and Birmingham University. He has held appointments at Glossop Technical Schools, Duke's School, Alnwick, and the County School, Bury St. Edmunds, and his tenure at Southampton dates from 1915.

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AT the last meeting of the Newcastle-upon-Tyne Education Committee Mr. T. Walling was appointed Director of Education as from March 1, 1920. Mr. Walling has been acting director since Mr. Percival Sharpe left Newcastle for Sheffield. He was formerly Secretary for Education in the Borough of Brighouse, and is well known in connexion with his work as a former honorary secretary of the Finance, Parliamentary and General Purposes Sub-Committee of the Association of Education Committees, and as a member of the Executive of the National Association of Education Officers.

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THE decision of the Merionethshire County Council to appoint Mr. Haydn Jones to the newly-created office of Director of Education will be received with mixed feelings in Merionethshire. Mr. Jones formerly acted as honorary secretary to the Education Committee and is now Member of Parliament for the county.

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MR. ALFRED C. BOYDE, the newly appointed Director of Education for Northampton, has already seen considerable service in educational administration. Formerly Assistant Director for Hampshire, he has for the past twelve years been Director of Education for Darlington.

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MR. R. B. MORGAN, Junior Houses and Boarding House Master at Whitgift Grammar School, Croydon, has been appointed Inspector of Schools under the Croydon Education Committee. Mr. Morgan was educated at Wolsingham and Audlem Grammar Schools and the Durham College of Science.

A prizeman of Durham College, he obtained the M.Litt., Durham University, in 1910. He has had considerable teaching experience at Wolsingham, Durham, and at Magnus Grammar School, Newmarket, and was appointed to Whitgift in 1903. He has published many texts on mathematics for junior forms and four volumes of Readings in English History from original sources.

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MR. T. HERDMAN, Lecturer in Geography and Physical Instructor at the Municipal College, Hull, has been appointed Assistant Director of Education for Bedford. Mr. Herdman, who is a prizeman of Durham University, was educated at the Consett Technical Institute and Armstrong College, Newcastle. He has been lecturing at Hull since 1913, and is well known as the author of several books and pamphlets on geography.

ONLOOKER.

TOPICS AND EVENTS.

SUMMER SCHOOL OF SPEECH TRAINING.—A Summer School of Speech Training will be held at Stratford-upon-Avon from July 30 to August 14. The school has been organized by the Association of Teachers of Speech Training, under the direction of Miss Elsie Fogerty. The usual Summer Shakespeare Festival will be carried out during the month of August. The course will include voice training, phonetics, lectures in public speaking and the delivery of lectures, verse diction, dramatic study, reading and recitation classes, study and cure of speech defects. A special lecture course of one hour daily will be held for teachers who are unable to make the full attendance. Miss Ruby Ginner has arranged to conduct a Summer School of Classical and National Dancing and of Mime at Stratford from July 30 to August 13. The School of Folk Song and Dance, organized by the English Folk Dance Society, will be in session during August. Further information can be obtained from the Secretary, Central School of Speech Training, Royal Albert Hall, London, S.W.7.

SUMMER SCHOOL OF THEOLOGY, OXFORD, 1920.—A Summer School of Theology of an inter-denominational character will be held at Oxford from July 26 to August 6, embracing about forty lectures, under the general heading of "Aspects of Contemporary Theology," which will be treated in connexion with the philosophy of religion, Biblical study, comparative religion, and current movements in sociology, science, literature, and art. The lectures will be given in the Hall of Trinity College. The school will be opened with an address by the Dean of Carlisle. Communications may be addressed to the Rev. Dr. Carpenter, 15 Marston Ferry Road, Oxford.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN.—The first meeting of the International Federation of University Women, which will include delegates from the women's colleges throughout the world, will meet in London in July next. The chairmen of the International Federation are Dean Virginia Gildersleeve, of Barnard College, Columbia University, U.S.A., and Prof. Winifred Cullis, of the London (Royal Free Hospital) School of Medicine for Women, University of London.

HOLIDAY COURSE IN PHYSICAL EDUCATION.—Mr. H. G. Junker has arranged again this year a holiday course in physical education, on the lines of Ling's Swedish System, at Silkeborg, Denmark, from July 30 to August 26. The fee for the course is £12. Mr. Junker was formerly special instructor and inspector to the West Riding Education Committee. Further particulars and application forms may be obtained from Mr. Junker, Silkeborg, Denmark.

WAR MEMORIAL FUND.—An appeal for funds, signed by the Earl of Rosebery and Sir Edward H. Busk, is being made to establish a War Memorial for the University of London Officers' Training Corps. In addition to representatives of the University, the Appeal Committee includes three of the Field-M Marshals who took a distinguished part in the war, viz. Marshal Foch, Lord French, and Sir Henry Wilson. Other members are Lord Haldane, the official parent of the Officers' Training Corps; Major-General E. B. Ash-

more, Colonel Maxwell Earle, and Major-General Sir Arthur Lyndel-Bell, who have been closely connected with its administration at the War Office. The hon. secretaries, Major B. M. Cloutman, V.C., and Bt.-Major A. C. T. White, V.C., are the two survivors of the five former cadets of the contingent who gained the V.C. during the war. The number of past and present officers and cadets who have served in the war as officers is 4,197. The first commissions granted were 3,787 in the Army, 385 in the Navy, and 25 in the Air Force. These officers served on every front in the war, and assisted in the defence of London, one of them bringing down in flames a Zeppelin near the city and later a Gotha aeroplane. Of these officers 657 are known to have fallen in the war, but it is feared that this number may be increased when full information is received. The number of distinctions gained in the war is 1,650, including V.C., 5; D.S.O. and Bars, 54; D.S.C., 8; M.C. and Bars, 588; D.F.C. and Bars, 10; A.F.C., 9; Mentions in Dispatches, 707; *Croix de Guerre* (French), 27; (Belgian), 15; Silver Medal for Military Valour (Italian), 5; Distinguished Service Medal (United States), 2. The Appeal Committee consider that any scheme for a War Memorial in connexion with the University of London O.T.C. should include a Memorial in London, and therefore propose to allocate to such Memorial a suitable sum from the fund which may be collected as the result of this appeal. As supplementing the Memorial in London, it is suggested that a permanent Hall might be provided for the Standing Camp of the Contingent at Great Kimble, near Princes Risborough, Buckinghamshire. It is proposed to dedicate a personal memorial at the Standing Camp to Lieut.-Colonel Arthur Egerton, Coldstream Guards, first Adjutant of the University of London O.T.C. (1909-13), who fell in action near Loos on September 29, 1915. The amount which it is hoped to raise for the complete scheme is £30,000. Contributions to the fund should be remitted to the Hon. Treasurer, Capt. T. Ll. Humberstone, at 46 Russell Square, London, W.C.1.

READING AND A UNIVERSITY CHARTER.—University College, Reading, draws its students from a wide area embracing six adjacent counties, and already includes faculties in Letters and Science and departments of Fine Arts and Domestic Subjects. It is the centre of an important agricultural and horticultural district and works in close association with the British Dairy Institute and the Research Institute in Dairying. It already has six hostels, and needs further accommodation for a steadily increasing influx of students. Yet those students must graduate as external students of the University of London, which, as a merely examining body, gains the credit attaching thereto. Excluded therefore from all voice in determining the conditions of the degrees for which they are preparing their pupils, the Reading professors and lecturers labour under a loss of that freedom which is indispensable if teachers are to give of their best. There is little wonder therefore that Reading should desire to obtain a charter for a university of its own, and its case appears to be a strong one—the more so that it would not be trenching upon the domains of other universities, which are everywhere finding it difficult to meet the claims upon their own resources.

CITY OF LONDON COLLEGE DAY SCHOOL OF COMMERCE.—A limited number of free places are to be awarded, on the results of an examination, to students who, in the opinion of the Governing Body, cannot be expected to pay the ordinary fee. Certain student-ships are reserved for candidates under sixteen who are fourteen years of age or more on August 1 next, and others for those who are more than sixteen years of age on that date. Students will be selected by interview and examination on June 3 next. Forms of entry, which must be returned by May 31, can be obtained from the Head Master of the school, White Street, Moorfields, E.C.2.

A SUMMER School of Spanish, to be held at Liverpool University, is announced for the early part of September. Some five hours' lectures and classes daily are to be held, the linguistic classes being conducted jointly by English and Spanish teachers and combining conversational practice with grammatical instruction. Both elementary and advanced students will be catered for. A feature of the afternoon classes is to be a course of practical Spanish phonetics, for which it is hoped that the first Spanish Phonetic Reader to be published in England will be available. For the evenings an attractive series of lectures (in Spanish and in English) has been arranged on the literature, history, and life of Spain. During the course it is hoped to hold a number of conferences on the teaching of modern languages, with special reference to Spanish. The prospectus of the school may be obtained, after the beginning of May, from the director, Mr. E. Allison Peers, The University, Liverpool.

EDUCATIONAL FILMS.—A display of educational films was given in the Conference Hall of the University of London Club on March 16, 1920, by the Educational Films Company. Sir Richard Gregory, a member of the Club Committee, who presided, said that the educational use of the cinematograph was at present in its early stages, but he expected it would become a useful instrument in the hands of the skilled teacher. He hoped the new industry would secure the co-operation of teachers, and that suggestions for suitable films would be forthcoming. The ability of the cinematograph to hasten or retard such processes as growth and mechanical action was a specially valuable asset. The display included films illustrating geographical subjects, nature study, mechanics, and mensuration.

FOREIGN AND DOMINION NOTES.

FRANCE.

Recognizing education as a man-making process, more than one nation is alert to improve the making of the physical man. France is among the wakeful. With a subvention from the Minister of War, the Faculty of Medicine, in the University of Paris, has established a course of physical education. The new Minister of Public Instruction, M. André Honnorat, has been a leader in the crusade against tuberculosis, and, in formulating his policy before a recent session of the Conseil supérieur, he set school hygiene and physical education at the head of his programme. He would care for students at the universities and great technical schools as well as for children. Hostels should become general in university towns; the student should be enabled *primum vivere, deinde philosophari*. To back the Ministry in promoting physical education, there are associations such as the Groupe Sportif Parlementaire and the Comité National de l'Education physique et sportive, willing to provide trained teachers and the implements of training the young. It is expected that the whole question will be brought before the new Chamber at an early time.

On the Doctrine of the Sieve M. Honnorat is quite sound. He would make the highest culture open to all children; but for the democratic recruiting of a social *élite*, there must be, he says, *sélection par l'intelligence*, brains not fees being the condition of advancement. In the new French Chamber, the Bill of MM. Rameil and Laval (outlined in our January number) to promote systematic sifting, has been revived. It is a Bill the adoption of which would put France ahead of England. For those who fall through the sieve, continuation or technical schools will be required. The Continuation Bill of M. Viviani has now become the Dessoye Bill, and the preamble and clauses of it may be read in recent numbers of the *Correspondance de la Ligue de l'Enseignement*. This, too, is likely to engage the attention of the Chamber. But the most urgent of all reforms in France is to make obligatory attendance of the ordinary school a reality; the education of the adolescent offers peculiar difficulties where so many have escaped the full primary course.

As we have stated before, the political rebirth of France has been accompanied by a great spiritual exaltation and a desire for self-diffusion. In the address referred to, M. Honnorat described the intellectual expansion of France abroad as among the most important objects now to be pursued. "Le moment est venu," he said, "de porter rapidement à son maximum le rendement de notre beau plus trésor: l'intelligence française." To the measures and proposals for the diffusion of French culture already reported we add others. French lycées have been opened at Mainz on the Rhine, where in 1792 the citizens welcomed Custine. In the *Evenement* is ventilated a plan for the founding of a higher normal school, the special task of which would be to prepare young *agrégés* as teachers of French in foreign lands. There is being constituted a Société des lycées franco-brésiliens to establish French secondary schools in Brazil and "à resserrer les liens intellectuels et moraux qui unissent déjà étroitement l'élite française et l'élite brésilienne." It is noteworthy, by the way, that an appeal for such schools and such closer union came from Brazil; and, generally, there seems to be discernible in South America a tendency to revolt from American influence and to draw nearer to the Latin races in Europe. We view the diffusion of French culture without jealousy—rather, with pleasure and hope. But there is a rich Italian culture, not to be ignored. And there is an Anglo-American culture having as its bearers far-spread and vigorous nations. There is room for them all. Rome imposed her culture on conquered peoples, and the Pan-Germanist was minded to Germanize mankind. The New Age should see in cultures

growths not mutually destructive, but living and developing themselves by peaceful exchanges. Progress in this field is no longer by a survival of the fittest.

GERMANY.

According to the German political journals printed before the Revolution (with which we cannot keep pace) the *Reichsschulkonferenz*, or Imperial School Conference, will meet in Berlin at Easter.

How Reconstruction Advances.

Among the four hundred who confer will be representatives of Austria-Hungary and the Free State of Danzig. The subjects to be discussed include the *Einhheitsschule*, instruction in manual work, the training of teachers, technical unification of schools, and the private-school system. On the judgments of this Conference the *Reichsschulgesetz*, or Imperial School Law, now in preparation, will for the most part depend. But the demand for a *Grundschule*, or basic elementary school, is so general that a Bill for establishing such a school has already been drafted and is being considered by the Reichsrat. This Bill provides that the *Grundschule* shall cover four years of instruction, all public or private *Vorschulen* (preparatory schools) being abolished within a fixed time. German State Socialism is directing a strong attack on private schools as preserves of the rich and as fostering class distinctions. Outside the sphere of organization, the formulating of new principles of orthography has become a concern of the *Reichsausschuss*, or Imperial School Committee, which has summoned experts to deliberation. The Orthographic Conference of 1901 resulted in compromises; the new reforms are to be drastic and far-reaching. The *Orthographisches Wörterbuch*, be it Duden's or some other, that now lies on the teacher's desk will soon be obsolete.

For compactness we bring together into a paragraph some non-related indications of change in Germany.

Miscellaneous Changes.

(i) *Begabungsforschung*, or the psychological investigation of natural endowment, makes progress. Complaint is raised in Germany, as in England, that experimental psychology is hampered by the jargon in which it is expounded. Meumann ("Vorlesungen zur Einführung in die experimentelle Psychologie") and W. Stern are leading authorities. An example will show the methods that are being employed. At Hamburg, from 1,355 children ten years old, 630 boys and 360 girls were to be chosen for the middle school (*Mittelschule*). Under Stern's guidance, and with the co-operation of the teachers, the following tests were applied. The children had to explain *Beute*, *Onkel*, *Mut*, *Neid*; they were required to point out what in a story was contrary to sense; from two fables they had to draw the morals; long sentences only once dictated were written down from memory; events had to be described from pictures, missing words supplied in continuous passages, and disjointed words built into sentences.—(ii) Prussia introduced last year *kollegiale Schulleitung*, the conduct of a (primary) school by the teachers collectively. Württemberg is following the same system, and you will find a Council of Teachers (*Lehrerrat*) coming to resolutions which the director of the school (*Schulvorstand*) carries out.—(iii) The decree of September 19, 1919, opened the universities on specified terms to primary teachers. According to a new ordinance, both men and women teachers, having received leave of absence, may now study mathematics, physics, and chemistry at the Technical *Hochschulen*. But they must first prove their fitness by passing a special examination.

In the occupied region the Army General and Commercial College, Cologne, under its able Commandant, Colonel Heath, continues to do good work.

At Köln.

An interesting account of its activities is contained in "Notes Past and Present" (W. H. Smith & Son, 1s. 6d.)—a souvenir for past, a guide for present or future, students of the academy in the Hansaring.

CZECHO-SLOVAKIA.

The National Assembly in Prague has founded a Labour Academy which has been named the Masaryk Academy, after the President of the new Republic of Czecho-Slovakia. The aim of this Academy is

A Labour Academy.

to organize all technical labour in order to make full use of the capabilities of the people, as well as the natural wealth of the Czecho-Slovak State; to direct the work of the nation scientifically, and to utilize the experience, whether of brain-workers or manual labourers, for the benefit of all. President Masaryk, in a letter approving of the constitution of this Academy, pointed out that the great Czech pedagogue, J. A. Komenský, whom we call Comenius, conceived the same idea some three hundred years ago; and that it was gratifying that it should now be carried into effect.

UNITED STATES.

We have been bidden, from the American side, to look to the American Federation of Teachers for an important part of collective American opinion. The Fourth Annual Convention, assembled at Chicago, January 1, 1920, sent to President

The American Federation of Teachers.

Wilson good wishes for his speedy and complete recovery. It urged on President and Congress the passage in the next session of the revised Smith-Towner Bill, which provides for the creation of a Federal Department of Education and for a Federal appropriation of 100,000,000 dollars to encourage the States in the furtherance of education. To raise the funds needful for the maintaining and increasing of educational efficiency, the Federation of Teachers recommended taxes on land values rather than on buildings or goods produced by labour. They proposed a minimum salary of 2,000 dollars for teachers; also, teacher-members on all Boards of Education, and a teachers' council in every school. As to tenure of office, they claimed, after a reasonable period of probation, permanency during efficiency, dismissal being only for offences specified by law and after trial by a Board on which teachers were represented.

"The glory of any American university—certainly the glory of the Columbia University of to-day—is the large number of students who, by their own efforts, are earning all or part of the money needed to keep them in university residence." So writes President Butler in his Annual Report for 1918-1919, and he would not, although Columbia wants money, increase by a pennyweight the burden of such students. The total enrolment of students for the calendar year was about 26,000, and, in spite of its great size, the University has been successful in maintaining contact between teacher and student. Since the reduced purchasing power of money has embarrassed higher teachers, the authorities seek funds to establish the following scale of salaries:—

	Dollars.
For full professors, with the expectation of paying salaries of 10,000 dollars to a limited number of teachers of unusual distinction ...	6,000-8,000
For associate professors ...	4,500-5,000
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For assistants ...	1,000-1,200

We remark incidentally that the President of Johns Hopkins University—we have received his latest Report—likewise contends that higher rates must be paid if the old standard of teachers is not to be lowered. Returning to Columbia, we observe that during the year the Faculty of Columbia College authorized the institution of so-called psychological or general intelligence tests as part of the college admission examinations. An interesting section of the President's report relates to the decline of classical studies in America, to be stayed, perhaps, as he thinks, by a greater insistence on ancient ideas and ideals, on the life, art, and thoughts of the Greeks and Romans, than on the niceties of grammar and expression. At Johns Hopkins they continue to lay stress on classical archaeology and art, and, even in the extra courses for teachers who cannot attend lectures at the usual hours, Attic black-figured and red-figured vases are studied, as well as Arretine and other Roman vases.

The best thing that a school can do for a child is to give him a strong impulse towards self-education. It is to promote self-education that the Home Education Division of the Bureau of Education has

Home Education.

mapped out reading courses for various ages, and postmasters are asked to display conspicuously in their offices the attractive descriptions of the courses, the books recommended being grouped thus: (1) The World's Great Literary Bibles, (2) Great Literature (ancient, medieval, and modern), (3) Reading Course for Parents, (4) Course for Boys, (5) Course for Girls, (6) Thirty Books of Great Fiction, (7) Thirty World Heroes, (8) American Literature, (9) Thirty American Heroes, (10) American History, (11) France and her History, (12) "After War" Reading Courses. About thirty courses on special vocational subjects also are being prepared. Thousands of Americans have already pledged themselves to complete a reading course.

With books there should dwell in the home another great educator—Music. The *School Review* (xxviii, 2) publishes an article headed "A Study of Applied Music." From this we learn that an inquiry made at Belmont, Massachusetts, showed that 57.48 per cent. of the senior high-school pupils and 48.16 per cent. of the junior high-school pupils had at some time studied music at home. For a long time teachers of music in the United States

Music.

(Continued on page 220.)

Cambridge University Press

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Cambridge Bulletin. No. XXXV, February, 1920, giving particulars of recent publications of the University Press, will be sent on request.

FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

have been recommending that a home study of music should receive credit as a school subject. In America, as in England, children are often drawn from the piano and the violin by the too imperious demands of sums and syntax.

NEW ZEALAND.

The Education Report just received is for the year ending December 31, 1918. It indicates in an Introduction some recent changes and reforms—increases of salaries for teachers, of allowances for training-college students and for the conveyance of children to school, of grants for the maintenance of public-school buildings, the extension of practising schools, and so forth. Medical inspection, aiming at the prevention rather than the cure of physical ailments, was further developed in the year, but it did not reach all children in back-country schools. In one district where goitre was prevalent systematic treatment of fifty children was undertaken, and it is hoped henceforth to cure the complaint in its earliest stages. Primary education in general was efficiently maintained, and Maori children were well cared for. As to secondary education, the total number receiving it showed an increase of 10.4 per cent. on the number in the preceding year; but the pupils remained too short a time in the schools. The number of secondary-school pupils studying Latin diminished noticeably, only 57 per cent. of the boys and 44 per cent. of the girls including it in their course; while French was taken by 85 per cent. of the boys and by 93 per cent. of the girls. New Zealand has long been notable for the extent to which it has made secondary education free; it did so during the year in question for no less than 11,783 pupils. In the field of higher education—prosperously cultivated—we observe that of the 2,140 students attending university colleges 975 were receiving free tuition. The New Zealand University bestowed 161 degrees, only three the doctor's degree.

Examinations have always had many enemies, especially, as it has been cynically said, among those who could never pass them. With neither approval nor disapproval, but merely to exhibit New Zealand opinion, we quote what the inspectors of secondary schools think as to the comparative merits of examinations and an accrediting system, such as is known in the United States:—"There appears to be a general feeling that the time is ripe for the adoption of some form of accrediting as a means of entrance to the university. It seems probable that the innovation would to a certain extent be a real benefit to the secondary schools, for an examination syllabus inevitably has a cramping effect on the work of good teachers. This appears to be the case particularly in science, where a broad knowledge of fundamentals is acknowledged to be a more valuable preparation for university work than the detailed study of a somewhat restricted field. It is also notorious that written examinations do not invariably result in the selection of the candidates who are best qualified. The accrediting system would enable the principal of a school, the person who is really able to judge between individual pupils, to have a voice in the decision as to which of them are ready for university work. We suggest that in the case of perhaps half the candidates for matriculation the written examination is not only unnecessary, but is even to a certain extent harmful. Further, it seems possible that 'accrediting' may be used as a lever to encourage pupils to take a full four-years' secondary course, instead of attempting to scrape through matriculation at the end of the third year, and may thus discourage the entrance of the immature student upon a university course, and have a definite effect in raising the general standard of university work."

QUEENSLAND.

The University of Queensland, only some ten years old, is not yet large; the number of students who matriculated in March, 1918, was sixty. It seems to us to want more scholarships and more books. The Library—white ants, alas! trouble the main building—contains about 17,500 volumes. Now the Comenius Library at Leipzig rose from 160,000 volumes in 1910 to more than 230,000 volumes in 1919. Generous donors should enable the general library of the Australian academy to keep pace in growth with the special pedagogic library in the German town.

MESSRS. W. & G. FOYLE, LTD., the well known booksellers of Charing Cross Road, W.C.2, are prepared to send post free to any teacher any of their 22 separate catalogues, which give particulars of their stock of more than a million volumes. This firm is often able to supply certain new books at reduced prices, and their stock of second-hand educational works is very large.

CORRESPONDENCE.

COMMERCE AND EDUCATION.

To the Editors of *The Journal of Education and School World*.

SIRS,—We need to encourage everyone who is going into business to fit himself by his education for the part he will have to play in his trade and in the world. The number of schoolboys who intend to follow a commercial career is enormous in comparison with the 5 per cent. that go to a university from all the schools in England.

There are three grades of candidates in commercial life:—

1. Those who step into a berth in a family business after a university education.

2. Those who cannot stay at school much after sixteen, but who may be able to spare some time for further work, even when engaged in business.

3. Those who have to earn wages before the age of sixteen. Of these some capable boys manage to pick up an education bringing them eventually up to the level of Class 2.

There is plenty of provision made for Class 1. It is to the bulk of Class 2 and the pick of Class 3 that we should offer more opportunities for advanced education. From these aspirants the great business men of the future will probably emerge. They therefore deserve as a class the greatest care, if we mean what we say when we talk of education being needed in the counting-house.

By hypothesis these boys do not advance beyond the first leaving examination at school. How do we meet their requirements? We cant about general education, and we compel all pupils to go through a course that schoolmasters and dons call "general" for their own convenience.

The course is really still the old-fashioned course, which schools grudgingly allowed to be modified when the claims of English or Science became inconveniently pressing. Thus we have, as the only evidence of a general education for a boy of sixteen, an examination suited for pupils of literary tastes or future university dons—a most unbusinesslike generation. This test is taken by only a few, and can be passed by only a few. For, though Mr. Fisher extols the intellect of England, inspectors in close touch with boys say that only half the pupils in a secondary school have brains enough to tackle two languages other than their own with any success. Can this be said of other progressive countries?

For those pupils who have commercial leanings, perhaps seven-eighths of the whole, little care is shown. Yet they will form the bulk of the nation. Much has been said about the education of this huge body of workers, and lately a degree in commerce has been very wisely instituted. But this, again, is built up on foundations provided for a literary edifice suited to a small proportion of our pupils, perhaps one-eighth. Unless he has passed the "first examination," in company with future poets or astronomers and the like, the young merchant cannot take a commercial degree.

And yet there exists an examination of the London University which forms a far better introduction to a business career than, for example, the matriculation of that university, without being narrow or of a low standard. This London commercial examination appeals to minds of more practical character than does, for instance, the "Oxford Senior Local." It excites those to work who would never take interest in purely literary subjects—in short, it meets the wants of the vast army going into commerce. With all this we find that the very university that started it does not make this test the first step to a business degree; that a Government which has talked much of business training refuses, through its education department, to recognize it as one of those "first examinations" for which fees are paid by a grant.

We have not sufficient scientific knowledge of the effect of education to say what subjects are really the best mental nourishment. Much is asserted, little proved. Within bounds, more depends on the teacher than on the subject: on the manner of the study than on its matter. It is certain that uncongenial study is not necessarily fruitful. We find, then, as usual, that no new thing can be introduced into education, such as the wide French four-course scheme; that the seven-eighths are sacrificed to the one-twentieth preparing for the universities; and that old moulds are being used to cast new worlds. Such methods of reconstruction are unlikely to succeed.

G. H. CLARKE.

2 Montagu Gardens,
West Acton, W.3.

A SECOND UNIVERSITY FOR LONDON.

To the Editors of *The Journal of Education and School World*.

SIRS,—One of the causes at the bottom of the desire of the Imperial College of Technology to break away from the University of London is that the College does not consider it has a fair share of

(Continued on page 222.)

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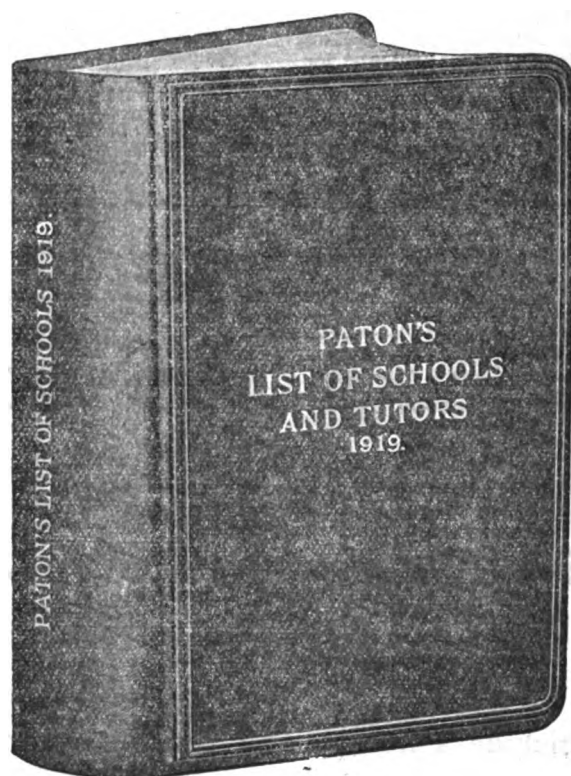
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the government of the university. This latter has a Senate as its chief governing body, and three councils for internal students, for external students, and for university extension work. The Imperial College comes under the rule of the Academic Council for internal students, which is formed of twenty members, sixteen appointed by the eight Faculties and four official members—the Chancellor, Vice-Chancellor, Chairman of Convocation, and one other member of the Senate. Now, each Faculty elects a certain number of members to this Council, and the Imperial College can elect members only in the Faculties of Science and Engineering. Consequently they are swamped by the representatives of University and King's Colleges, who have professors in all Faculties; and the Imperial College, with its one or two representatives, cannot make its voice heard with any force. For the representatives of the larger colleges work, and work rightly, for their own particular institution.

Now, the External Council is formed of twenty-eight members, sixteen of whom are chosen by Convocation, *i.e.* the whole body of graduates. These representatives are likely to be either men of outstanding merit or men who have sufficient political knowledge to appeal to such a large electorate. Both these types of men are likely to view university matters from a broader standpoint than the specialist professor, whose outlook is quite naturally focused on his own particular work. If it were possible to increase the Academic Council by as many members chosen by the graduates as a whole, the Imperial College would probably find some supporters among them, and feel less lonely. For the chief concern of Convocation is to keep the value of their hard-won degrees as high as possible. They are too big a body to have individual axes to grind.

What is really needed in London, as the centre of the Empire, is a set of institutes where not only London graduates, but those from all other universities, could specialize for the master's and doctor's degrees. We understand that one for the study of history has just been founded, and we have already the School of Oriental Languages. Others will follow if an endowment can be found for them. The magnificent answer to the appeal for the Faculty of Commerce that has recently been published makes us hope that the university may at last be placed upon a firm financial footing. And as "he that hath to him shall be given," even the State may see fit to endow the university of its capital city with a habitation worthy of its work.

EXAMINER.

USE OF DESICCATOR IN EXPERIMENTS ON GERMINATION.

To the Editors of *The Journal of Education and School World*.

SIRS,—Osterhout ("Experiments with Plants," pages 26 and 27) recommends certain methods for placing seeds in a saturated atmosphere. Although the apparatus mentioned is neither difficult to obtain nor to fit up, an ordinary desiccator is certainly more convenient. Water is placed in the lower portion of the apparatus and the seeds on the perforated zinc tray.

The same piece of apparatus may also be successfully used as a germinator, when seeds in different stages of germination are required. Needless to say, cleanliness and precautions against mould are essential in both cases.—I am, &c.,

High School, Kirkcaldy, N.B.

NORMAN M. JOHNSON.

BOOKS OF THE MONTH.

Classics.

The Trees, Shrubs, and Plants of Virgil. By J. Sargeant. Blackwell. 6s. net.

Titī Livi ab Vrbe Condita Libri VI-X. By Prof. C. F. Walters and Prof. R. S. Conway. Clarendon Press. 5s. net.

Floxxvli Graeci. Edited by A. B. Poynton. Clarendon Press. 7s. 6d. net.

Ille Ego: Virgil and Professor Richmond. By J. S. Phillimore. Milford. 1s. 6d. net.

Education.

Head Teachers' Manual. By G. A. Christian. Nelson. 3s. 6d. net.

The Modern Educator's Library.—Education: Its Data and First Principles. By Prof. T. P. Nunn.—Moral and Religious Education. By Dr. S. Bryant.—The Child Under Eight. By E. R. Murray and H. B. Smith.—Edward Arnold. 6s. net each.

English.

A New Study of English Poetry. By H. Newbolt. Reprint. Constable. 12s. 6d. net.

(Continued on page 224.)

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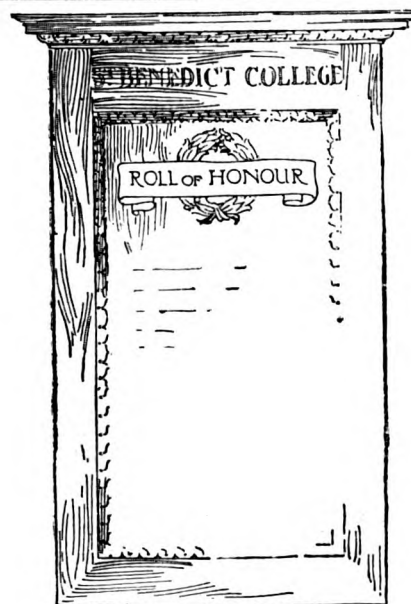
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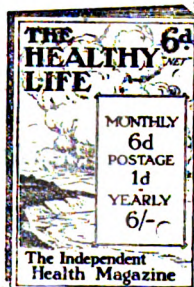
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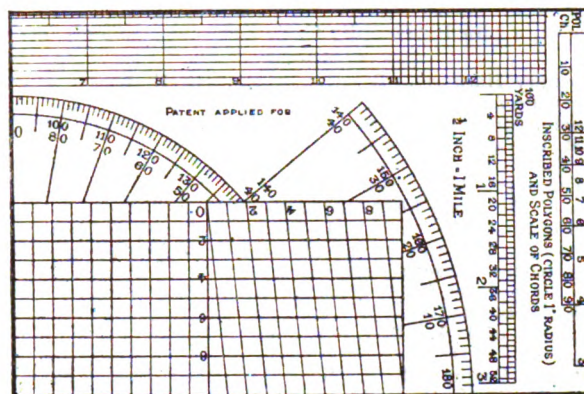
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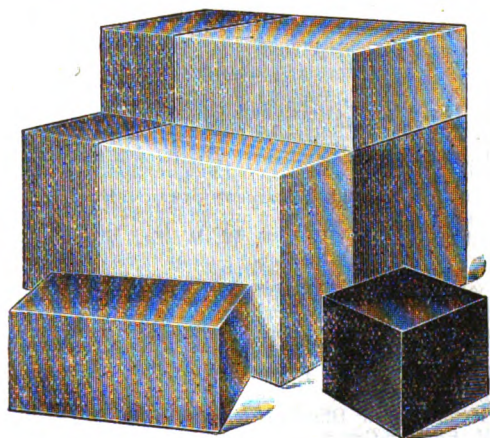


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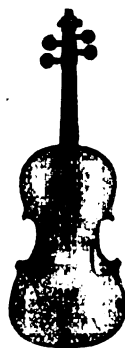
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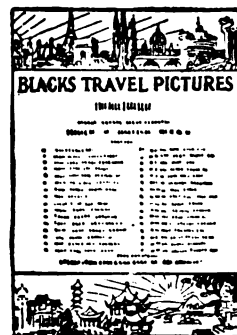
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If a command of written expression were the only thing to be considered in an examination in English, it would seem that an essay of some length would by itself be a sufficient test, and some reformers have urged that the examination should be confined to this. But there are many serious objections to such a plan. Every experienced examiner knows how difficult it is to set subjects which are equally acceptable to a thousand or more candidates; even when many topics distributed over the fields of art, literature, history, science, and contemporary events are given, there will always be some boys and girls who are hampered by the fact that none of those suggested are congenial to them. They could, perhaps, write fluently and well on something else, but they do not get the chance to show what they can do. To avoid this difficulty it has been suggested that candidates should be allowed to write on any subject that interests them; but in this case it would be impossible to guard against the prepared essay. Some determined pupils might even learn by heart the five hundred words which compose the average essay in a school examination.

In addition to the impossibility of setting subjects that are suitable to all candidates alike, there is the further complication, noticed in the recent report of the Secondary Schools Examination Council, that examiners differ very greatly in their literary standards. As appointments are made at present, an examinership may be given to a man whose acquirements, though distinguished, are rather linguistic than æsthetic, and who may himself find some difficulty in writing graceful English. Strictly speaking, such an examiner should deal solely with questions on grammar or phonetics, leaving the rest of the paper to his more literary colleagues; but I have never known an examination in which this was done. Yet to judge an essay fairly the examiner must himself be very sensitive to style, and be able to detect its beginnings even in an essay by a boy of sixteen.

Again, in judging an essay it is very difficult for an examiner to keep subject-matter and expression distinct. A well informed essay, even when it is marred by faults of style, is likely to be marked high, though why a boy should gain good marks in English because he takes an interest in, let us say, aviation, it is hard to tell. Often, to the despair of the examiner, wealth of information and command of expression are in inverse proportion, and an essay which would obtain sixty marks out of a hundred for its subject-matter falls into the large and mediocre class of the forties because the writer has made some bad mistakes in syntax, or is an inaccurate speller.

Further, in considering the essay, one must have regard to the physical and mental strain imposed upon the examiner. When he is examining answers on matters of fact, where the candidate must be either right or wrong, he is able to mark very quickly; but in English there is constant need for suspense of judgment and the revision of first impressions. And examiners nearly always have to work at high speed; to complete their task in the time allowed they must generally mark from forty to fifty scripts a day, on a very moderate estimation. A little calculation will show that, if they give only ten minutes to each script read, they have to work seven or eight hours a day at a task in which any lapse of attention would have disastrous results. In fact, as a parenthesis, I may insist here that the hard case of the examiner of the English essay is seldom sufficiently considered. It is impossible for him to work as fast as the examiner in subjects where mere matters of fact are concerned, and to do full justice to the candidates. He must take more time to reflect, and is often obliged to glance over an essay a second time, in order to decide what is to be deducted for grammatical faults or bad arrangement, and what is to be added for clearness, grace of expression, or general power.

Bearing in mind all these considerations, it seems evident that to make an essay the only test of proficiency in English, or even to make a pass in the essay paper compulsory for satisfying the examiners in the whole subject, would be very unfair, and that this exercise must be supplemented by others. Of recent years these other exercises in most school examinations have resolved themselves into four or five, among which a choice is allowed. The most prominent among them is a *précis*, and if the passage set be well chosen this is a most valuable test, for it tries not only the candidate's power of interpretation, but also his ability to reproduce the substance of what he has read; it is, in fact, a test of the ability to read intelligently and to seize the salient points in an argument or narrative. But it is often rendered unnecessarily difficult by want of discrimination on the examiner's part when choosing the passage. At this stage a passage for *précis* should deal with matters of fact; it should not be allusive or contain many unusual words, and it should be very diffuse. The passage, in fact, should be easily intelligible and not too long; the style should be good and the subject-matter attractive. Considering the large number of passages fulfilling these conditions that may be found in our literature, it is strange that those set for *précis* in examinations should so often be uncouth and uninteresting.

Another very usual exercise is analysis, which is generally

distinctly mentioned in the schedules of examining bodies, and is therefore necessarily included by the examiner, though it is doubtful whether it should carry many marks or play a very important part in the balance of a paper. Examiners are too apt to set a somewhat involved passage for analysis into sentences and clauses, and there is a certain type of candidate, who, though possessing a very poor command of English, can do this to perfection. I have known candidates who have done poorly in every other part of a paper to have obtained a pass by virtue of correct analysis. This is unfortunate, for though analysis is a very useful test to apply to a faulty sentence when one wants to convince the writer of his error, great skill in working it may be acquired by constant practice without ever applying it to one's own composition. It is, indeed, often done best by pupils possessing a logical but unimaginative and unconstructive type of mind, so that, though it is a very convenient exercise in school, it is not a very satisfactory way of finding out whether the candidate has a good command of English.

Formal grammar is debarred from most school examinations, and therefore such questions as "Give three examples of the subjunctive mood," which I saw in an examination paper as recently as last year, are happily not often found. Parsing is also generally ruled out, but questions on the functions of words and phrases, and those involving the power of seeing and giving reasons why a sentence is ungrammatical or dubious in meaning, may be included. Many teachers demur to the practice of setting faulty sentences for correction on the ground that it familiarizes pupils with errors that they would never think of making, but this is not, in my opinion, a valid objection. Unfortunately, we are all confronted every day in newspapers and novels with sentences whose syntax has gone hopelessly astray, and to be able to detect their faults is surely a proof of our own more correct usage. But the candidate must always be required to give reasons for his correction, for it is the reasons that count, otherwise the mere facts of having a good ear or of having been used to the speech of educated people would enable him to condemn the solecism without proving his knowledge of the laws it violates.

Two or three other exercises, generally on the meaning of words and their appropriate uses, complete the paper in English language, and it is often through the answers to these that the examiner gains the truest estimate of the general culture of the candidate. For these answers cannot be prepared for, since their range is impossible to determine, and successful answers depend chiefly on the amount of reading done by the pupil, though to some extent also on the education of those with whom he is accustomed to associate.

But for a pass in English most examining bodies require not only a knowledge of language, but also some acquaintance with literature, and the question of what should be expected in this branch is very perplexing. Some authorities mention thirty or forty works, and offer a wide range of questions, of which only four or five are to be answered by the individual candidate; others ask for a knowledge of only two or three texts, and require more detailed answers; some few demand a general knowledge of English literature since the sixteenth century; and in some cases the schools themselves are invited to frame their own syllabuses. The last plan seems to approach the ideal, for the more liberty that is allowed to the teacher the better his work will be; but in practice it presents many difficulties. In the first place, it is almost impossible to obtain equality of standard in the various syllabuses submitted; some will be very long, others much too short; one school will offer three texts, another twenty or more. And as it is not practicable to print a separate paper for each of a hundred or more schools, the questions applying to the three texts and the twenty must be combined in one of a dozen or more papers. The task of classifying all the syllabuses and distributing the questions often takes several days, and when the examiner has done his best to satisfy all claims, he is sometimes reproached by certain schools, which (long before the results are published) assume that their pupils have done badly, for not having treated them fairly. Moreover, when so great a variety of

texts, sometimes over two hundred, come under survey, there are sure to be many which occur only because they are special favourites with certain teachers, and are not likely to be familiarly known even to the best-read examiner. Much refreshment of memory is therefore necessary on his part, and if he has assistants, they also must read several books carefully through before beginning their work. It may be argued that any examiner in literature should be able to give an accurate description of the plot or characters of any English novel or play, and a summary of any essay or poem in our literature. As a matter of fact, this would require a prodigious memory, and I have known of assistant examiners working in the country who have been held up in their work because the necessary means of reviving their knowledge was not at hand.

Such are some of the difficulties in carrying out the ideal scheme; and I am inclined also to agree with the report of the Secondary Schools Examination Council, which finds it a mistake to set questions on general literature at the stage of the first school examination. It is obviously impossible for a pupil of sixteen or seventeen years of age to have read more than a few of the greatest works in English literature, and those will have been chosen with regard to his mental development. But the examiner, unless he has been himself a teacher of boys, will feel free to ask for the subject-matter of, say, "Absalom and Achitophel," or for the plot of "Volpone." After a few years' experience, finding that such questions are barren of results, he will, perhaps, take refuge in vague requests to the candidate to sketch the plot of any historical novel, and be shocked and disappointed to find that a considerable number of pupils relate the story of "The Scarlet Pimpernel." Worse still, he may suspect some imaginative candidate of having invented both a title and a plot, and how to verify the existence of such a work in the hurry and rush of getting out results by the appointed time is a problem.

Yet the old custom of requiring a very intimate and detailed knowledge of one play by Shakespeare and of one prose text seems also to have been mistaken. It limited the reading of pupils at an age when they should be encouraged to read widely, and it led teachers to concentrate on unimportant points of derivation or of literary allusion, while both were bored to death over the texts thus studied. Perhaps it was because the method was wrong, and a more enlightened mode of study would have revealed new beauties in the books and succeeded in fascinating the pupils; but those of us who can remember how the noblest plays of Shakespeare palled on us after much concentration on "handsaw," "blanket of the dark," and the "eyrie of little eyases" will not be anxious to continue the plan of studying one or two texts very minutely with pupils of this age.

On the whole the plan of prescribing thirty or forty texts for study, and allowing a wide choice of questions on these texts, seems the best. Such a list will probably include several plays by Shakespeare, the easier essays of Bacon, Temple, Cowley, Addison, Steele, Goldsmith, Johnson, Lamb, Hazlitt, Macaulay, Ruskin, Carlyle, and Stevenson, novels by standard authors carefully selected for their style and other literary qualities, and an anthology of poetry, such as "The Golden Treasury," from which particular poems would be selected.

The syllabus settled, the still more troublesome problem of examining on it still lies before us. From many years' experience of school examinations, I have come to the conclusion that the questions must be directed almost entirely to the subject-matter of the books read, for it is unreasonable to expect any power of critical judgment at this age. It is true that questions involving such power are often set, and do elicit some kind of answer; but these answers are plainly not original, and may generally be traced to notes dictated by the teacher or to editorial matter in the textbook. Sometimes they do not even show any first-hand knowledge of the text criticized; the commentary, and not the subject-matter, having absorbed all the attention. If, however, one could guard against the teacher cramming the pupils with ready-made criticism, it might be possible to elicit some genuine opinions

from them, for boys and girls are not generally backward in expressing their views about the books they have read. But, after a year's study, they are hopelessly biased by the dicta of those in authority, and it is impossible to obtain from them an unsophisticated reply.

But, if questions at this stage must not involve matters of critical judgment, they may yet be framed so as to find out whether the candidate has been trained to observe points about the style and technique of a writer. Such a question as "Illustrate by quotations the poetic methods of Tennyson," would probably merely elicit a string of quotations, apt or unapt, from any of his poems that happened to be remembered; but if the question were framed differently, e.g. "Quote passages from Tennyson's verse to illustrate his use of alliteration, or simile, or metaphor, or onomatopoeia," pupils who had been properly taught would be quite equal to it. Those whose attention has been directed to such matters are also generally able to point out the salient characteristics of any well marked style.

Other questions, not directly on the text, but on matters arising from it, are also legitimate. Thus we may ask what may be learned from Shakespeare's plays about the amusements of his time, or the life of the common people, or the conditions of the Elizabethan stage. I must confess that in my own experience I have found that such questions attract only the best pupils, but they ought not to be beyond the average candidate. Unfortunately, teachers who expect such questions will sometimes revert to the abominable practice of dictating notes upon them, cramming the pupils with ready-made answers instead of affording them the pleasure of discovering the necessary information by an independent search through the play. The examiner is not always to blame for bad methods of teaching English.

And because "cramming" is still far too common, the texts set for examination should be frequently changed. Some authorities retain the same syllabus for four or five years, to the great weariness of the teacher and the embarrassment of the examiner, who is forced either to repeat his questions in a different form or to direct them to the less important parts of the text. Frequent change is especially important when such comparatively short poems as "Sohrab and Rustum," which figured in one examination syllabus for five years, are set.

These are some of the reflections that occur to me after twenty years' work as an examiner, and, if I have insisted on the difficulties that confront the examiner rather than on those that perplex teachers and pupils, it is because the case of the examiner is hardly ever considered. He sits shrouded in mystery, presumably impervious to the arrows of criticism, for if he minded them how could he continue his occupation? Yet he is generally a well-meaning, sympathetic person, rejoicing in good answers and depressed by bad ones, conscious always of the individual behind the written answer and anxious to do justice to everyone. And, as examiners are drawn more and more from the ranks of those who have had practical experience as teachers, and realize more exactly the capacity and limitations of sixteen years, the questions set will probably be increasingly sensible and appropriate. After all, has there not been a great improvement in methods of examination during the last ten years?

THE EDUCATIONAL SIGNIFICANCE OF THE FIST.

By F. B. KIRKMAN.

THE value of group games, like football and cricket, is fully recognized in our schools. We do not tire of extolling their merits as means of developing the spirit of co-operation, as a training in capacity to subordinate self-interest to the common interest. What the school authorities, with notable exceptions, do not so fully recognize in the organization of school games is the value of those which foster

the capacity to act alone. There is a tendency to overlook the fact that in the daily affairs of life there are many occasions on which the individual is called upon not to co-operate but simply to hold his own, without support, in the face of disapproval or opposition, whether public or private. On such occasions the first essential, in order that he may act as he thinks right or not yield to injustice, is that he should possess sufficient moral courage to face menace and hostility. What many frequently yield to is not superior force, but their own shrinking before any show of force. This lack of courage has its origin to a large extent, no doubt, in inherited disposition, but it is also largely due to a habit of mind contracted and fixed in childhood or youth. It is precisely here that the educational value of the fist comes in.

In school life, as everyone knows, the fist is the final argument. The self-confident boy is well aware that a mere threat to bring the fist into action is enough to secure his ends. The timid boy who yields to this threat tends to contract the habit of yielding to any show of force even though actual fear of a blow may not be present in his consciousness. Every boy, and the timid boy in particular, should be trained not to fear a blow. He should come to see that the immediate, physical sting matters nothing compared to the loss of self-esteem or the injustice that he may suffer. He should be taught to take and give blows; he should be taught to box as he is taught to play cricket and football. Boxing on the one hand, football and cricket on the other, are, indeed, complementary. The latter are exercises in mutual aid, the former in self-reliance. The latter teach capacity to act with one's own fellows, the former to act by oneself. Is the one less important than the other?

It is probable that there are timid personalities that can never overcome their constitutional lack of self-confidence when in conflict with other personalities. They are doomed to play the part of the proverbial anvil. Such cases apart, there can, however, be little doubt that self-confidence is developed by boxing. Interesting evidence of this is supplied by an article published some time ago in a leading American educational journal, the *Pedagogical Seminary*. It describes how definite instruction in boxing, with gloves on and without brutality, was given in a certain school, and the effects watched. It was reported that its tendency to strengthen character was clearly apparent. Certain timid boys developed self-confidence; and certain boys, inclined to be "bullyish," were reduced to a more modest appreciation of themselves by judiciously chosen opponents. Generally, a wholesome respect for what the other fellow could do was engendered, together with increased capacity to stick up for oneself—an effect which shows that boxing, properly organized, should decrease, not increase, the appeal to brute force in school life. It should do so, for the simple reason that the menace of the fist ceases to alarm those accustomed to meet its blows. The case is one of familiarity breeding contempt.

In conclusion, an obvious comment must be met. It is that boxing is not the only game of its class. Why not fencing or single-stick? The reply is that the boy does not normally carry a foil or a single-stick, and therefore that proficiency in their use is not going to be of as great moral value to him in his dealings with his fellows as proficiency in the use of his fists, which accompany him everywhere, in *posse*, if not in *esse*.

UNIVERSITIES AND SCHOOLS.

OXFORD.

Oxford has accepted the inevitable. In a house of 793—one of the largest, we suppose, of the many historic assemblies that have gathered in the Sheldonian Theatre—the statute amending Responsions was carried by a majority of seventy-five. The controversy had been reduced by much negotiation to a very narrow issue. The Greek party had agreed that candidates for degrees in mathematics, science, and law, as well as Passmen, should be exempted from Greek; nobody proposes to touch the schools of Literae Humaniores and Theology; the whole question, therefore, was

whether students of history, modern languages, and English should be relieved. Two facts dominated the situation: the first is that the refusal of the ancient universities to admit Greekless boys has not arrested the decline of Greek in the schools, as shown by the proportion of candidates taking that language in the Joint Board Examination—83 per cent. in 1883 and 39 per cent. in 1913; the other is that real Greek is not required for Responsions, but a bastard subject known as "Responsions Greek," and that the advocates of compulsion will have nothing to say to real Greek. This was explained with ruthless clearness by the Rector of Exeter. His speech was a powerful plea in support of the statute made by one of the foremost Hellenists in the University. The arguments on the other side seemed thinner and more unsubstantial than ever. Mr. Livingstone contended that Greek was essential to the study of the modern humanities; the presence in the list of supporters of the names of many eminent representatives of those subjects is a sufficient answer to his plea. Of the concession made to the Greek party—namely, the provision that candidates for the modern schools should offer in place of a Greek book a portion of Greek history and literature, together with Greek texts studied in translations—little was heard during the debate, and it is difficult to say whether either party regarded it as of any solid value. Amongst head masters, Canon David, of Rugby, supported the reform, and Mr. Carter, of Bedford Grammar School, opposed it; it is commonly supposed that the latter represented himself and one other head master. Probably, indeed, the majority of seventy-five would have been considerably larger if schoolmasters had the same opportunities for attending meetings at a distance from their work as have clergymen.

MANCHESTER.

Manchester is appealing for funds to build and equip lecture and demonstration rooms which shall be attached to its Museum. It is intended, *inter alia*, that these rooms shall be placed at the disposal of educational institutions, such as the Workers' Educational Association and other similar societies, and of schools, so that these may not only be able to send parties and classes of students to the Museum, but be in a position to give lectures upon what the students have observed, on the spot, apparently also with the possibility of the placing of the objects under consideration before the students themselves for closer inspection. This appears to be a new and interesting departure deserving of full support from all interested in education.

LEEDS.

In memory of the late Sir Swire Smith and of his lifelong labours for the improvement of national education, a number of his friends in Keighley and district have raised the sum of £2,800 for the endowment of a Sir Swire Smith Fellowship at Leeds University. This gift has been gratefully accepted by the Council. The Fellowship will be awarded to graduates, in any Faculty of the University, who have given evidence of qualification for undertaking advanced work. It will be tenable for two years, and will enable a succession of promising young men and women to take advantage of opportunities for higher study and training.

WALES.

The Departmental Committee met at South Kensington on March 4 and 5, to hear evidence on the need of aiding the provision of secondary schools for adults, from Principal T. Rees (of Bangor Independent College), the Rev. D. J. Jones (head master of Ystrad Meurig Grammar School), the Rev. R. J. Rees (Aberystwyth), and Prof. D. M. Lewis (of Aberystwyth). On March 12 representatives of the Welsh County Schools Association were examined by the Committee which is inquiring into the problem of free places and scholarships. The former committee is now nearing the end of its labours, and it is therefore probable that it will be able to present its report on the future organization of secondary education within the next few months. Its conclusions are eagerly awaited in Welsh educational circles, but, so far, there have been no indications as to their character.

The newly-appointed principal of the College, Dr. R. F. Sibly, met several representatives of the Higher Education Committee of Swansea, when he delivered an instructive address on the future possibilities of the University College. Dr.

Sibly recognized to the full the excellent opportunity which is presented before an institution which is so favourably situated in relation to industry and commerce, and, therefore, he is confident that in a few years the metallurgical school, at all events, will develop into one of the most important schools in the country.

Swansea
Technical
College.

With so many facilities easily available in the town and in the immediate neighbourhood, it only needs courage and faith to make the new University College one of the most progressive and best equipped institutions. It was also refreshing to hear the principal's views on the importance of giving due prominence, not only to the humanistic studies, but also to the foundation of properly organized courses of extra-mural lectures. The difficulties which remain to be overcome before the College is placed on a proper basis are great, but it is abundantly clear that the authorities take a wide and liberal view of their responsibilities, which is a good omen for its future success.

The ridiculous strike at Tonna, near Neath, over a recent appointment by the Glamorgan Education Committee to the head mastership of the primary school in the village, has ignominiously collapsed. The local leaders of the strike objected to the replacement of the temporary head master by a stranger, and failing a reversal of the Committee's decision they decided to advise the parents to withdraw all their children from the school. It was, of course, an unjustifiable interference with the powers of the Education Committee, and if the revolt had succeeded it might have created awkward precedents, but happily common sense prevailed in the end. The result is probably due partly to the action of the retiring teacher in advising the parents to accept the Committee's decision. There was a similar outburst of local feeling near Ystalyfera in the same county.

The Tonna Strike.

Mr. Gwilym Peredur Jones has just been elected to a fellowship in Welsh in the University of Liverpool. This appointment is interesting because it is the first appointment to a new fellowship founded by Lord Howard de Walden for the purpose of investigating ancient Welsh genealogies. This is practically a virgin field of study, though the late Capt. Vaughan ("Owen Rhoscomyl") had assiduously transcribed a great mass of these genealogies from old manuscripts. Mr. Jones is specially qualified for this work, as he has been carrying on research work in medieval Welsh history for some time.

A Welsh Fellowship at Liverpool.

The Denbighshire Education Committee has appointed two women organizers and instructors in physical training—Miss Kelly (of Johnstown, Wrexham) and Miss Batty (of Southport). The Merthyr Education Committee has appointed Dr. Mary E. E. Phillips as a woman assistant medical officer, and Aberdare has elected Dr. E. C. Davies to a similar post.

Appointments.

We regret to hear that Mr. Owen Owen, formerly Chief Inspector of the Central Welsh Board, has died at Colwyn Bay, in his sixty-ninth year.

Mr. Owen Owen.

He had been in ill health for several years, and it was only his indomitable courage that had enabled him to perform his arduous duties during the last few years of his tenure of his office. He was appointed as the first Chief Inspector of the Central Welsh Board in 1897, and he retired in 1915. He was therefore largely responsible for all the foundation work in connexion with our system of intermediate education, on which he has left his impress permanently. In the early stages in the history of the intermediate schools, the school examination occupied a far more prominent place than it does at present; its organization was exceedingly complex and minute and a severe test of the organizing powers of the Chief Inspector, and it is a great tribute to Mr. Owen's genius for detail and to his clear-headedness that the examination machinery worked smoothly and easily throughout. As the schools developed, and examinations tended to occupy a more subordinate position in public esteem, Mr. Owen was among the first to recognize the desirability of reducing the strain upon the schools, and the examinations were modified. Mr. Owen's relations with the schools were most cordial. His inspectorial visits were characterized by tact and sympathy, and he acted on the principle that it is an inspector's main duty to give encouragement and guidance rather than to criticize. We have no doubt that, when the history of the "revival of learning" in Wales is written, the name of Mr. Owen Owen will be given a prominent place on the list of those who have made higher education what it is in Wales at the present day.

SCOTLAND.

The annual meeting of the Trust was held last month. The report submitted by Lord Balfour of Burleigh, on behalf of the Committee, was mainly a record of the financial position. The income of the Trust, which amounted to £125,000, has increased some 25 per cent. In view of the depreciation of money, the value of scholarships has been raised from £100 to

The Carnegie Trust for the Universities.

£150, and of fellowships from £150 to sums ranging from £200 to £250. Thanks to the surplus of revenue in the hands of the trustees it was possible to double the annual grants made to the universities and to certain other institutions, £72,000 being paid to the former and about £8,000 to the latter. The expenditure for the year in payment of class fees has been the highest on record. As compared with the sum of £29,353, paid on behalf of 2,244 beneficiaries for 1917-18, the expenditure was £51,649 on behalf of 3,793 beneficiaries. The Committee note that, while it has been possible to meet this heavy demand for 1918-19 without resort to any unusual expedient, the sums called for on account of class fees up to November 1919, mainly on account of the return of Service men and by the increased proportion of beneficiaries in the Faculties of Science and Medicine, threaten a considerable excess of expenditure over income for the coming year. In view of this, it is intimated that future beneficiaries will probably have to be content with a reduced scale of allowances. Regret is expressed at the resignation of Sir William McCormick from the secretaryship of the Trust. Sir William has been secretary since its foundation in 1901 and has played a notable part in shaping its policy. His appointment as chairman of the committee under the Treasury to inquire into the financial needs of university education in the United Kingdom is a loss to the Trust but an undoubted gain to the universities.

University Vacation Courses for Teachers.

The semi-official announcement that Edinburgh University, acting in co-operation with Edinburgh Provincial Committee, was arranging for courses of instruction on a university level which would entitle the teachers attending them to a qualification that would raise them on the authorities' salary scales, gave very general satisfaction. There was corresponding disappointment when it was rumoured abroad that the Education Department had refused to recognize the scheme; and the Institute Council, evidently assuming that the difficulty was mainly financial, undertook to finance the classes in the meantime to the extent of £1,000. Whether this action of the Council has led the Department to sink from its position, or whether the Edinburgh people are going on with their courses in faith, is not yet clear. But, at any rate, they are going on. The courses, as advertised, fall into two groups, corresponding presumably to the ordinary and higher ordinary degree standards, and the subjects to be taken are English, Latin, French, geography, history, chemistry, physics, and economics. The courses are to be arranged by a board of seven members, four of whom are to be drawn from the Provincial Committee and three from the University. In terms of the agreement come to between the Edinburgh University authorities and those of the other Scottish universities, the professors and lecturers are to be selected from the staffs of all the universities. The classes are likely to be successful under any conditions. But if non-graduate teachers get the guarantee that through the classes they will have a proper opportunity to prove their qualities, and that the work they do will meet recognition in the application of the salary scales, their success may well turn out embarrassingly great. Non-graduates have resented the differentiation between themselves and their graduate fellows so deeply that they will spare no effort to right their status.

Financial Help for Teachers in Training.

In a recent circular addressed by the Education Department to the education authorities, attention is called to the fact that, in accordance with the financial scheme of the Act of 1918, students in training must now look to the authorities and not to the provincial committees for maintenance allowances and other grants in aid. "Just as those in training for other professions have to do," says the Department. If that were really true, the change would be heartily welcomed by teachers, who have always regarded the subsidies to students as a mean device for attracting people into a badly paid profession. Unhappily it is not true. "The demands of the schools, including the denominational schools transferred under Section 18 of the Act," the Circular goes on, "are such as make it imperative that every endeavour should be used to encourage suitable candidates to come forward. Should it be found necessary to give more generous treatment to intending teachers than to those preparing for other professions, it would not be unreasonable to attach to the award some stipulation as to a definite period of subsequent service within the authority's own area." This is doubly objectionable. It perpetuates the old system of doles, and it encourages the homing tendency of teachers which enabled so many of the old school boards to pay wretched salaries to home-bred teachers. The sooner the Department and the authorities realize that the only way to get a sufficient supply of the right kind of teachers is to give a reasonable salary and to remove humiliating conditions of service, the sooner the solution of the big problem of staffing the

schools will be reached. The Circular is a move backwards and is unworthy of the Department.

The Council of the Educational Institute, not content with a mere protest against the exclusion of teachers in colleges from the representation of the profession on the provincial committees, decided that the names of those members of the training college staffs who had been nominated before the change in the Department's minute should be retained on the ballot papers to be submitted to the four secondary districts. The intention presumably was to make the Department realize that the teachers wanted to have among their representatives on the committees, not only teachers in schools, but also training college lecturers enjoying the confidence of the profession. This course of action was open to the objection that college lecturers, if elected, would be disqualified by the Department, and the election results to some extent confused. There was the further possibility that, if it were generally known that these particular candidates were likely to be disqualified, teachers would hesitate to vote for them, and the protest would become a fiasco. As it has turned out, the teachers have shown their minds on the matter decisively by giving the training college nominees a large support. Out of fourteen candidates in the west of Scotland, for example, two of the four elected are on the staff of the Provincial Committee. The Education Department would be well advised to take note of this result. It shows plainly that the profession is anxious to get as its representatives on the committees those whose position gives them an intimate knowledge of the actual work of training teachers. Even if it is compelled to disqualify people like this in consequence of the minute now approved, it might well introduce a modifying minute before the time comes for another election.

The endowed schools outside the jurisdiction of the education authorities have been hard hit by the operation of the national minimum scales. Unlike the schools under public management, they cannot look to the rates when salaries have to be raised, as they need must be if they are to retain their teachers; and the grants they draw from the Treasury are almost as inelastic as the revenue from their invested funds. One after another they have been showing signals of distress. Dollar Academy, Gordon's College, Aberdeen, the Edinburgh Merchant Company's Schools, and, most recently, Hutchison's Schools in Glasgow, are all in the same plight. In view of the dangers of an over-uniform system of higher education, it would be a thousand pities if these schools were to be compelled to merge their special characters in the general system. Their efficiency is as unquestioned as their distinctiveness, and the country stands to lose if they are forced under the authorities by their poverty. The immediate way of escape, which is that already taken in Aberdeen and Edinburgh and likely to be generally taken, is by means of a substantial subsidy from the authorities, but the authorities are decidedly chary about adding to their financial commitments, more especially when it means disbursing money to bodies of independent governors, and there will probably be a difficulty in making the arrangement permanent. The more satisfactory method would be the increase of national grants to these schools. The Treasury has been compelled to come to the aid of the universities and central institutions already. By the same logic it might be expected to come to the aid of the endowed schools. The main thing, however, is to get something done to tide over the next few years, till the nation realizes the need for a substantial addition to the Education (Scotland) Fund, and Scotland's eleven-eighths of the grants either becomes sufficient for her needs or is made sufficient by proper supplement.

Aberdeen University is first in the field with its intimation of new honorary graduates. The list of Doctors of Law to be conferred at the spring graduation is in every way worthy. It is headed by the eminent name of Sir Jagadis Chandra Bose, of Calcutta, and it includes besides Mr. Charles Manray, the author of "Hame-with" and other poems of more than Aberdonian fame, and Mr. McPherson, the able rector of Banff Academy. Teachers, while appreciating the honour done to one of their number, cannot help wondering why such honours come so rarely to members of their profession. The universities, indeed, have always been rather grudging in their recognition of distinguished teachers in spite of their dependence on the schools. One of the most outstanding of education professors was known and admired over Britain and America for many years before it occurred to a Scottish university to confer on him the LL.D.; and there are men at the head of the great city schools all over Scotland whose public services are notable, not only in the domain of school but in public life as well, whose merits would long ago have been approved by an

honorary degree if they had belonged to any other profession. The hope may be expressed that the honour done to Mr. McPherson may be the precursor of similar honours to other teachers no less worthy.

At the last meeting of the Council of the Educational Institute, the convener of the Committee on Educational Research gave an account of the tests which had been prepared by his committee for pupils at the qualifying stage. So far, there are only two sets of tests—one in composition, and a series in arithmetic. In an article which appears in the *Educational Journal*, it is explained that the committee intends to prepare a composition scale by reference to which teachers may be able to estimate the value of the work of their own classes. It is pointed out that compositions at the end of the primary course are either descriptive or imaginative, and appeal is made to teachers of qualifying classes to set their classes to write on one of three prescribed subjects, of the descriptive kind, under certain conditions duly detailed. It will be interesting to see what success the committee achieves in its efforts to fix standards for Scottish schools. Apart from the fact that there is probably a great diversity in the performances of the pupils in different districts, the qualities that go to make up a good composition, other than the merely mechanical, are so varied and elusive that there is doubt about the possibility of devising a scale that will be of practical value. In some ways the problem that is met in arithmetic is a much easier one. Tests like the American Courtis tests have already demonstrated the feasibility of measuring ability in that subject. The Institute's tests in arithmetic, however, though reported well under way, have not yet been published, and comment must be deferred till they appear. The work of the Research Committee is excellent in every respect. It has excited a lively interest, and even if it should ultimately disappoint expectations somewhat, as work of this kind on a limited scale is apt to do, it has done much to make teachers realize the necessity for a scientific groundwork for their professional activities.

IRELAND.

The Irish Education Bill has again been introduced into Parliament. The measure is to all intents and purposes identical with the Bill that was introduced and passed its first reading last autumn. There are a few verbal alterations, which are merely matters of drafting, and there is one change intended to bring it into line with the new Government of Ireland Bill, which has also been introduced this session. Clause 24 (1), dealing with finance, opens thus: "Subject and without prejudice to the provisions of any Act passed in the present session of Parliament to amend the provision for the Government of Ireland, there shall be paid to the Education (Ireland) Fund," &c. The Education Bill, though introduced, is making little headway in Parliament. The Home Rule Bill is to have a second reading before Easter, but not the Education Bill. This is a serious matter for Irish teachers. The great reforms of education contained in the Bill, although urgent, may be postponed for a few months without great harm, but what is to become of Clause 24 (2) which promises payment to Irish education of equivalent sums for the financial year commencing April 1, 1919, and ending March 31, 1920? The Chief Secretary, in reply to requests that something should be done for Irish teachers during the current financial year, said that the passing of the Bill would remedy their grievances, and he pointed to this clause as his proof. But did not this imply that he would do his best to have the Bill passed into law before the end of the financial year? It may be said that if the Bill is passed this retrospective payment will still be made, but this is most unsatisfactory for teachers, especially in secondary schools, who see large increases of salary benignly made in many trades and professions with Government approval, while they are put off again and again with promises which may never be fulfilled.

For what are the prospects of the Bill? In the first place it is being mixed up with the Home Rule Bill. If this passes then Ireland will be divided and the two sections will wish to provide for education each on its own lines. The cry will then at once be raised that the reform of education had better be left to the two different sections. They have different views of education and, it will be said, it will be absurd to pass a Bill which each of them will want to alter more or less radically. There will certainly be a strong impulse towards leaving things alone. On the other hand, Mr. Bonar Law said, in the House of Commons, that education reform was urgent in Ireland, and it would take time for the new Irish Parliaments, if established, to deal with the question. This is an argument which is likely to carry little weight, once

(Continued on page 238.)

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the Home Rule Bill is passed; for then the House of Commons will not care to spend time over another contentious Irish Bill. This brings us to the second point. The Bill is undoubtedly being faced with strong opposition from the Roman Catholic Hierarchy. They do not intend that it shall pass if they can prevent it. Educationally, their arguments amount to little. They do not discuss the measure or point out in what respects it should be altered to meet their views. They appear to see in it a measure that threatens the religious basis of education in their schools, and this is sufficient for them. A large number of teachers do not see this. They point out that the present managerial system under which religious teaching is secured to the different religious denominations is not interfered with by the Bill, which also provides that the present religious balance of representatives on the new advisory boards shall be maintained. But these arguments carry no weight with the Roman Catholic bishops. The present state of affairs is that Protestants and teachers generally are supporting the Bill or are anxious for it to pass with amendments, but that the Roman Catholic Church are entirely against it. In the meantime the position of teachers and schools is serious. The latter are without means to increase teachers' salaries to meet the constant rise in prices, while the former see that their claims for improved conditions have been admitted by Vice-Regal Commissions and by the Government itself, and yet the settlement of this question is constantly being postponed. It cannot be adjourned indefinitely.

The Department of Agriculture and Technical Instruction will, in June, award a limited number of trade scholarships. The object of these scholarships is to enable selected persons who have been engaged in certain specified industries in Ireland for a period of at least two years to obtain systematic instruction in the principles of science and art as applied to these industries. In this way the standard of workmanship will be raised and the industries benefited. The scholarships will be tenable for one school session (twenty-eight to thirty-six weeks) and will be of the value of £1. 10s. per week, with class fees and travelling expenses. The selected industries this year are motor engineering, plasterers' work, plumbing, power-loom testing, tanning, woollen manufacture, and painting and decorating. The examination will be on June 10 in arithmetic, English, and drawing; and application for admission to the examination must be made before May 19.

The date of the Department's examination for science and technological scholarships and teacherships-in-training at the Royal College of Science will be changed from the week beginning June 21 to the week beginning June 28. The value of the emoluments may be augmented by a bonus of not more than 50 per cent.

The Classical Association of Ireland has held two meetings this month in Dublin. On March 3 the President, Prof. R. M. Henry, came from Belfast to give a lecture on "Lucan," and on March 10 Prof. Goligher, of Trinity College, gave a lecture on "Greek Portraits."

The Irish Geographical Association has organized a series of four lectures this spring, one in each month from February to May. The first was by Dr. H. J. Fleure on "France as the Interpreter between the Mediterranean and the North," another was given in March by G. J. Clappett on "History and Geographic Control"; the other two will be by Prof. C. H. Oldham on "The new Boundaries in Eastern Europe," and by Mr. W. B. Wright on "Glacial Topography." In the summer the Association will have a geological expedition to Lambay Island, conducted by Prof. H. J. Seymour.

SCHOOLS.

THE BARNETT SCHOOL.—All credit is due, of course, to Mrs. Barnett for having, with others, founded the Hampstead Garden Suburb High School, now called the Barnett School, but in recent press notes on the activities of the school no mention was made of the work of the head mistress and her staff, who have created the senior girls' school during the past terribly trying five and a half years. When the present head mistress, Miss A. G. Baker, took over the school, there were some sixty pupils, now there are 192; the senior school had only nineteen pupils, there are now about ninety—this in spite of air raids. The school's good work has been recognized by the Board of Education.

THE report of the Royal Commission on Decimal Coinage, appointed in August 1918, to consider the placing of the currency of the United Kingdom on a metrical basis, as proposed by the Bill introduced by Lord Southwark in 1918, has just been circulated. The report decides against any alteration in the existing system.

REVIEWS AND MINOR NOTICES.

THE MODERN EDUCATOR'S LIBRARY.

- (1) *Education: its Data and First Principles*. By T. P. NUNN. (2) *Moral and Religious Education*. By SOPHIE BRYANT. (3) *The Child under Eight*. By E. R. MURRAY and H. BROWN-SMITH. (Each 6s. net. Edward Arnold.)

Of the "Modern Educator's Library," under the editorship of Prof. A. A. Cock, the first three volumes promise exceedingly well. We take Prof. Nunn's contribution first because he deals with fundamentals. Every generation needs to have the philosophic basis of the best educational thought and practice restated, and for the present generation Prof. Nunn has performed the task of restatement in a way which we do not hesitate to describe as masterly. Taking his stand on the position that "nothing good enters into the human world except in and through the free activities of men and women," he shows how education must be shaped to accord with that truth; and in doing so he passes in critical review the best of recent investigation upon routine and play, nature and nurture, imitation and instinct, knowledge and action. And, finally, lest the reader should have lost the golden thread which runs throughout this range of exposition, and in particular lest the prominence given to the social factor should seem to obscure the main issue, the author returns in the last chapter to the relation between school life and the spiritual growth of the individual pupil. As regards the form of the exposition, our chief criticism is that the writer appears not to be always sure whether he is addressing his young students or his brother philosophers. Even allowing for new terminology, explained in its proper place, the former will make wry faces when they are told that "the atavistic factors are the mnemonic basis from which the child's forward-directed horne proceeds, while the 'cathartic' action of play is the sublimation of the energies associated with them." But they will find relief when the author, with lighter touch but with equal insight, tells them about the growth of self as exemplified in "Jack." Anyhow, Prof. Nunn has written a most original and stimulating book, which all who pretend to be interested in the root principles of education must read.

(2) Dr. Sophie Bryant is happy in having chosen to write on moral and religious education now, rather than in the early part of her long and distinguished professional career. For we have reached a time when a mind of philosophic cast, which has for many years been at close grips with educational problems, may express itself freely, and at the same time acceptably, to the vast majority of thinking people. Much of the mere information she gives us could readily be obtained in other books; but the ripe wisdom which informs her whole treatment of moral education, Bible teaching, and the presentment of essential religious truth would be hard to match elsewhere.

After reading the book, we were struck by the large number of passages which we had marked for a second reading at least—such, for example, as the noble passage (pages 114–15) in which the right way of meeting the child's difficulties about the existence of evil is suggested. Whether for what she herself says, or for her guidance to the best of what others have said, Mrs. Bryant's book is of great value at the present time.

(3) The third volume in our list is the joint production of two of our wisest Froebelians, Miss Murray and Miss Brown-Smith, the former basing herself upon her experience of the nursery and kindergarten children of the comparatively well-to-do classes, and the latter upon her experience of children in State-aided infant schools. As the authors say, they have made the book between them, but have not collaborated. They have, in fact, made two books, which happen to be bound in one cover. Miss Murray's treatment is lively and personal; indeed, from our point of view, she is rather too concerned to show that Froebel was right and most other people wrong. What does that matter, except to the conscientious historian of education? Miss Brown-Smith makes

(Continued on page 240.)

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CLASSICS.

The Idylls of Theocritus. Edited by R. J. CHOLMELEY. New edition, revised and augmented. (10s. 6d. net. Bell.)

This volume will be a *monumentum aere perennius* of a scholar and soldier whom we could ill spare. Captain Cholmeley was a shining example of the finest type of classical scholar, "four-square without a flaw," and his untimely death in North Russia on August 16 last is a loss to classical scholarship which can never be repaired. It is some small consolation that he found time, like a second Caesar writing his "Commentaries" at the seat of war, to finish the corrections and additions to his life's work on Theocritus, actually while on board ship. These additions consist chiefly of a long appendix (twenty-eight pages) on the dialect of Theocritus and some thirty pages of addenda to notes and introduction, which now make the book a treasure-house of Theocritean lore. Every classical scholar will want to buy the book, if we but quote from the preface to this new edition written on board the P. & O. s.s. "Medina" ("At sea, June 1915"), where Prof. Cholmeley says, "and now that

'hinc movet Euphrates illinc Germania bellum,'

Theocritean studies must stand over until—

ἔχθρους κακὰ πέμψειεν ἀνάγκη
 . . . φίλων μόρον ἀγγέλλοντας.
 τέκνους ἡδ' ἀλόχοισιν, ἀριθμητοὺς ἀπὸ πολλῶν
 ἄσπετά τε προτέρωσι πάλιν ναίειτο πολίταις,
 δυσμενέων ὅσα χεῖρες ἐλάβησαντο κατάκρας."

We have never seen a more apt quotation, nor a more moving illustration of a scholar's mastery over his subject. The book is fully worthy of it.

"Junior Latin Series."—*Titii Livi ab Vrbe Condita Liber XXII.* Edited by J. PYPER. (2s. net. Clarendon Press.)

This, the finest of the Hannibal books, is a useful addition to the new Oxford "Junior Latin Series." Mr. Pyper has contrived to give an admirable sketch of Livy—bringing out both his methods and predilections as a writer and his qualities as a man—in a very brief introduction. There is a full Latin-English vocabulary, and sensible and useful notes. We can recommend the edition wholeheartedly on its intrinsic merits. There is, however, one drawback to its use as a school-book, which we suggest that the publishers should remove in a second edition—the pliable covers easily turn up and become "dog-eared." The book is worthy of boards.

Everyday Greek: Greek words in English, including Scientific Terms. By H. A. HOFFMAN. (5s. 6d. net. Cambridge University Press.)

This book has grown out of an American professor's needs in giving a brief course in the derivation of English words of Greek origin. Such courses are not part of professional work in this country, but may they not become expedient or necessary now that Greek is likely to be no longer compulsory in any University? Such a book as this shows the very large part Greek words play in the English language, and the advantage of even a short course of study of the Greek language. It is a well written, scholarly work. With the main object always in view, the professor's course includes the alphabet, parts of speech, formation of words, word groups, a vocabulary of Greek words, and an English index. For men of science and others who know little or no Greek, it would be very valuable. There are naturally many compromises in such a book, but we cannot agree that distinction of quantity in Greek is practically impossible for English speaking persons, and that Greek short and long vowels only differ in quantity and not quality.

ENGLISH.

"Riverside Literature Series."—*Boswell's Life of Johnson* (Abridged). Edited by G. E. JENSEN. (2s. 6d. net. Harrap.)

The somewhat formidable "Life" is here compressed into a quite modest compass by means of excision alone. No Johnsonian will admit the need for such compression, but the ordinary reader will welcome this book, the more so that the change from the original has not resulted in something entirely different, as but too often happens in such cases. The editor is evidently an enthusiastic

admirer of Johnson; indeed, to him, everything that Johnson ever was, did, or said ought to be, *ipso facto*, admired. The introduction is, in fact, a sustained eulogy of his hero. This does not mean that the book is not excellent. The only point to which exception can be taken is the notes, which are too brief to be of much use to the reader who requires notes at all.

"The Tutorial Shakespeare."—*Shakespeare: Cymbeline.* Edited by A. R. WEEKES. (2s. 3d. University Tutorial Press.)

An edition for use in upper forms, furnished with all the usual adjuncts for study that a seriously minded pupil can need, an introduction dealing with the life of, and classification of the works of, Shakespeare, the date of compilation of the play, sources, consideration of the construction, and an estimate of the characters. At the end there are adequate notes both explanatory and helpful, and a brief statement as to the function of each scene, together with the usual index and notes.

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An Historical Summary of English Literature.

By E. W. EDMUNDS. (5s. net. Cassell.)

This book is exactly what it claims to be—a convenient chronological summary of English literature. In such a mass of names, dates, and opinions, the fairest test is to take a few authors at hazard and see whether the author in the limited space at his disposal has seized upon the important points. We took John Donne, "Erewhon" Butler, and George Meredith—and in no case have we any fault to find either with the relative importance assigned to each or with the definite information given. And then the book summarizes schools and movements as well as authors. In fact, we find that Mr. Edmunds is quite justified in his hope that the book may be "a safe and reliable guide to the student, helping him in the choice of what to read and drawing his attention to those opinions and criticisms which have become . . . standard and unassailable."

An Anglo-Saxon Reader. Edited by A. J. WYATT.

(12s. 6d. net. Cambridge University Press.)

This is an entirely delightful book. The extracts have been chosen most carefully, the notes are as scholarly as could be desired, and the glossary is a model of its kind. The contents are divided into Early West Saxon Prose (from the "Chronicle," Alfred's "Orosius" and the "Cura Pastoralis"), Later Prose, and Poetry. Mr. Wyatt, as he enthusiastically acknowledges, has been happy in the friends and scholars who have interested themselves in his work; now that it is completed, they will think themselves happy to have been associated with it.

GEOGRAPHY.

"Practical Modern Geographies."—*A Geography of Asia.*

By J. MARTIN. (5s. Macmillan.)

This is a remarkably good textbook, which maintains in all respects the high standard of the preceding volumes in this well known series. The author states in his preface that the present volume has been revised by two eminent authorities in India. It can be recommended strongly for use in the upper forms of secondary schools and in continuation classes where the course in geography includes a special study of the continent of Asia. Mr. Martin divides the continent into four great areas—the South-West Highlands, the Monsoon Region (the treatment of which occupies about two-thirds of the book), the Mid-Asian desert and steppes,

(Continued on page 242.)

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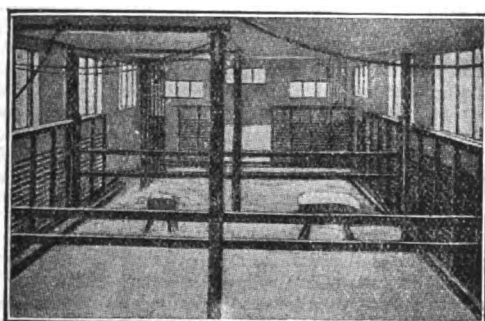
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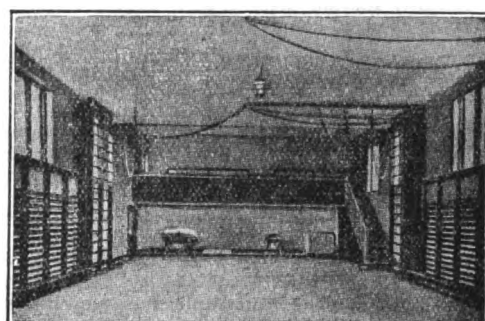
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Maps showing the Distribution of Timber Trees and the Timber-Growing Areas of the World.—Arranged by J. HUDSON-DAVIES. Size 40 in. by 30 in. Cloth rollers, varnished. Nos. 2, 3, and 4. (Edinburgh: Johnston. Macmillan. 8s. net each.)

Of this series of five maps, Nos. 2 (North America), 3 (South America), and 4 (Europe and Africa) are now ready; the maps are well printed and effectively coloured. On each of these sheets there is a large map of the Continent showing the general distribution of forests, grass lands, and desert regions. Round the margin of each sheet are smaller maps (in the case of North America there are twelve), giving the exact distribution of the principal trees of the section, with the ports from which the timber is exported. This series of maps will be found particularly useful in advanced classes in geography and in schools where woodwork is taught scientifically.

"The Human Geographies."—*The Old World.* By J. FAIR-GRIEVE and E. YOUNG. (Book V. 2s. Philip.)

This book can be recommended for use in junior classes; it is printed in large type and it is well illustrated with maps and diagrams. The lessons are written in an interesting manner and the authors take great pains to explain all difficulties. In the two chapters on Europe, the climate, rivers, and coalfields of the Continent only are dealt with. The explanation of the plane table and levelling (pages 47-53) is irrelevant to a lesson on the Cape to Cairo Railway, and the paragraph on Krakatoa (page 134) is out of place in the lesson on Japan.

Europe after the Great War.—Map of Europe and six smaller maps of the New Countries. (4d. net. Evans.)

As regards the political states of Central Europe, all atlases and wall maps are now out of date, and consequently teachers of geography find themselves in a difficulty when giving lessons on the New Europe. This useful hand map, printed in colours, solves the difficulty for the present, as it shows clearly the new countries and the changed boundaries.

HISTORY.

England under the Yorkists, 1460-1485. By ISOBEL D. THORNLEY. (9s. 6d. net. Longmans.)

This volume of extracts from original documents is the second of the University of London "Intermediate Source-books of History." It is particularly welcome because the period covered by it, in common with the preceding Lancastrian period, is one which is most inadequately represented in all previous collections of select authorities. Miss Thornley has done the difficult work of research, extraction, and translation extremely well. Her introduction on the sources from which she has drawn is a model of its kind. It shows that she has completely surveyed the field of available material and that she has made herself familiar with vast stores of the stuff of which history has to be constructed. She classifies her material under five main heads—viz., Political, Constitutional, Ecclesiastical, Economic, and Social, and, finally, Ireland. Wales has no section to itself, but it is referred to in a dozen or more extracts. Our only adverse criticism of the book is that the notes which preface each extract are entirely inadequate. They give too little guidance as to the significance of the extract, and assume far too generally an intimate acquaintance with the history of the period.

The Cockpit of Europe. By A. R. HOPE MONCRIEFF. (20s. net. Black.)

The fascination of this artistic book centres in the thirty-two full-page illustrations in colour by which it is adorned. They consist of charming representations of old towns, beautiful country, and historic scenes. The region described as "The Cockpit of Europe" is primarily the Belgian Netherlands, but Luxemburg, Alsace, Lorraine, are all brought in. If a single geographical term were required to specify the country covered by the pictures

and the narrative the best would be the "Lotharingia" of the Tenth Century Federal Empire of Otto the Great. The history of this debatable land is graphically told by Mr. Moncrieff in ten chapters, which begin with an account of the campaigns of Caesar and end with a reference to the incursions of the Kaiser nearly two thousand years later. The most interesting portions of this long story are those which relate to the efforts of Charles the Bold of Burgundy to found a middle kingdom between France and Germany, and those which retell the deathless tale of the revolt of the Netherlands against the tyranny of Philip of Spain.

Outlines of European History, 1789 to 1914.

By C. L. THOMSON and M. B. CURRAN. (6s. net. H. Marshall.)

This excellent textbook is distinguished from the many others covering the same period which have recently issued from the press by two features. First, it is divided into three sections which deal respectively with 1789-1815, 1815-1871, and 1871-1914. Secondly, while the first section treats of Europe as a whole, the second and third provide histories of the European States *seriatim*. In the early part of the book the unity of the Continent is emphasized; in the later part the separateness of the Powers is made prominent, and the process of their several developments is described in a manner that would otherwise have been impossible. Both Miss Thomson and Miss Curran (Secretary of the Historical Association) are experienced teachers who know precisely what is wanted in schools. They have supplied a sketch of the history of Europe from the French Revolution to the outbreak of the Great War which will be of great value. It is at once clear and full, accurate and interesting.

Pictorial Atlas of English History. Arranged by E. J. S. LAY. (1s. 6d. net. Macmillan.)

This amazingly cheap and attractive atlas contains sixty-six carefully selected maps in black and white, illustrative of English history. A clever system of shading enables not only a lot of information to be conveyed, but also a useful idea of physical features to be given as well. The prominent feature of the atlas, however, is not its maps, good as they are, but the large collection of pictorial illustrations by which they are accompanied. Costumes, modes of travel, inventions, and many other things are set forth in a series of sketches.

"Antiquities of Middlesex."—*Middlesex in British, Roman, and Saxon Times.* By MONTAGU SHARPE. (12s. 6d. net. Bell.)

This is one of the most scholarly and thorough studies in local history which has come into our hands for a long time. Based on original research, and marked by countless evidences of wide reading and extensive knowledge, it is a model of what such an antiquarian essay should be. No Londoner who is proud of his city should fail to peruse this story of the beginnings of human activity on the Thames. No historian of ancient and medieval Britain should neglect this careful investigation of the problems of one important area of the island. There are sixteen illustrations and maps in the book. Some of them must have involved an immense amount of labour. Particularly notable are the maps showing (1) the main chariot ways through south-east Britain; (2) Saxon settlements in and round London; (3) Roman Pagi and Saxon Hundreds; (4) Domesday villis and manors. It is interesting to note that Mr. Sharpe places the scene of Caesar's crossing of the Thames at Brentford, and of Boadicea's defeat and death on Hampstead Heath. We trust that this remarkable study will have the wide circulation which it deserves.

MATHEMATICS.

The Elements of Analytical Conics. By Dr. C. DAVISON. (10s. net. Cambridge University Press.)

Dr. Davison's book may be recommended to candidates preparing for examinations which require a knowledge of elementary co-ordinate geometry, including the properties of conics referred to their principal axes. Seeing that the general equation of the second degree is not discussed, the inclusion of a few paragraphs dealing with oblique co-ordinates seems unnecessary, for no one is likely to use oblique co-ordinates unless he has advanced beyond the range of work in the book. The method of treatment follows familiar lines, but the text is not overloaded with detail, so that the student has his attention fixed on the matters which are of really fundamental importance. Sets of graduated examples, to which answers are provided, furnish abundant exercise in the application of analytical methods. Considering the size of the book, the price is rather excessive.

Integral Calculus. By Dr. H. B. PHILLIPS. (6s. net. Chapman & Hall.)

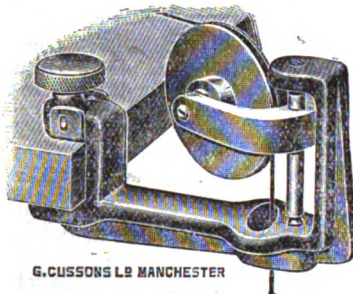
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(Continued on page 244.)

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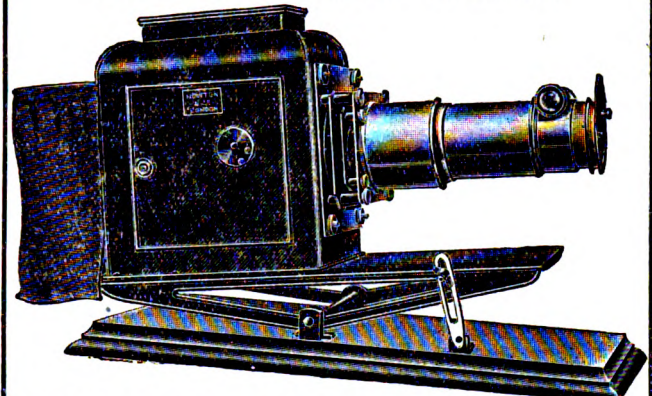
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MISCELLANEOUS.

A New Chapter in the Science of Government. By B. BRANFORD. (5s. Chatto & Windus.)

Readers of that remarkable book "Janus and Vesta" will welcome this equally striking book from the same author. The root of the matter was already outlined in the earlier volume, but here we have a most opportune elaboration of the original thesis, worked out in the light of all that has happened in the interval. The conflict between the ordinary national patriotism and the newer patriotism that is gathering round the solidarity of groups belonging to the same class or occupation in whatever part of the world they are found, had become acute before the war, and the fact that the occupational patriotism was completely defeated by the other was only a temporary phenomenon. Both patriotisms must find a place in the new organization of society that must now be established, and Mr. Branford has set himself the useful and urgent task of finding a *modus vivendi* between them. This he finds in the conception that they must form the warp and weft of the fresh form of government that new conditions demand. But he does not rest content with this comfortable figure of speech; he finds a means of realizing his ideal. Our present bi-cameral government stands admittedly in need of reorganization, and he suggests that one house should supply the geographical warp and the other the occupational weft. He maintains that the upper house has hitherto been mainly the province of the producers, while the lower house safeguarded the interests of the consumers.

Retaining these functions, the present House of Commons should be organized on a geographical basis, while the new equivalent of the House of Lords should represent the interests of occupations. The reconciliation thus effected appears to be threatened by the disturbing influence of a still more bitter antagonism, that between capital and labour; but here our author finds a means of peace within the occupational group by showing that "the true interests of producers (alike employers and employees) could surely be more equitably regulated in the upper chamber, reconstituted to meet the new conditions, and containing both employer and employee." The new geographical concept of regionalism is most skillfully utilized in working out the proposed scheme, and an ingenious bi-tripartite classification of occupations is supplied, and all manner of fascinating parallels are drawn with references to the sciences and arts. No real justice can be done to a work of this kind in a brief review. The earnest student of politics and the active administrator will each find genuine help in these pages. Much more will be heard of this book.

Some Memories of William Peveril Turnbull.

By H. W. TURNBULL. (10s. 6d. net. Bell.)

This book was worth compiling and is well worth reading. Its bearing on the history of education is not considerable, though in parts it illustrates the processes in which Turnbull was concerned more faithfully than some other books made up of amusing experiences. Turnbull was a truly fine character; but his subtle simplicity and his reserve, maintained resolutely except on rare occasions, prevented him from making the conspicuous mark on public education which might have been expected. Many inspectors, small by comparison, enjoyed greater fame than this big-brained, accomplished, high-principled scholar and musician. He had a humorous contempt for some of the conventions of ordinary lives and persons, and often alarmed those who did not know him; but to those who did he was "sweet as summer," and no one could forget the beauty of his face lit up by a smile. His son has done his work well and modestly. Turnbull speaks all through for himself and, according to his wont, at no great length.

The Principles and Practice of Commercial Correspondence.

By J. STEPHENSON. (7s. 6d. net. Pitman.)

In Mr. Stephenson's latest work, the letters are arranged in chapters, together with suitable instruction in the business operations which give rise to them. For practice in correspondence, the book should prove most useful; it contains several interesting series of letters which will provide valuable exercise in précis-writing for students training for examinations. Insufficient space is devoted, however, to the treatment of the different methods of buying and selling goods, and the reasons for such methods. The student is apt to be misled by brief generalizations; for example, we are told on page 121 that "the commission agent does not incur any risk of loss, and is always covered for his disbursements by the value of the goods." This is not always the case. We know one firm of

importing commission agents on this side who have been heavily involved in loss through consignments falling short of the amounts advanced on them. Importers and exporters, even when working on commission, cannot always protect themselves; and acumen in rejecting undesirable offers and undertaking work that will pay them is part of their qualification for the business. The same objection must be raised to the statement that "Export on one's own account can only be carried on successfully by such firms as have their own branches abroad."

SCIENCE.

Practical Science for Girls as Applied to Domestic Subjects.

By EVELYN E. JARDINE. (3s. Methuen.)

Science mistresses will find this little book of experimental exercises in simple physics and chemistry suggestive and helpful in drawing up schemes of instruction for their own classes. It is, however, scarcely suitable as a textbook for use by girls themselves. The sequence of subjects leaves much to be desired, and the omissions are often startling. The ten illustrations add little to the usefulness of the volume. But there is a distinct need of a book which, while imparting sound ideas of the scientific method, will show girls the importance of chemistry and physics for an intelligent understanding of the processes of the kitchen and laundry.

Chemistry for Public Health Students. By E. G. JONES.

(6s. net. Methuen.)

This excellent little manual has been written for the use of students who are preparing for the Diploma in Public Health. The treatment of the practical side of the course is admirably accomplished, and the inclusion of a large number of worked examples of the necessary calculations will be found most useful. The earlier part of the book consists of a concise summary of the principles of volumetric and gravimetric estimations, illustrated by determinations of particular value to the type of student for whom the book is intended. This section may well serve as recapitulatory; it is followed by chapters dealing with milk, butter and margarine, alcoholic beverages, foods and preservatives, water, sewage effluents, air, and disinfectants. Those portions of the work in which water and sewage are discussed are clearly and excellently written. A student who works through the estimations described by the author cannot fail to possess a sound working knowledge of the subject.

Chemistry in Everyday Life. By E. HENDRICK.

(3s. 6d. net. University of London Press.)

Some time ago we had the pleasure of reviewing Dr. Hendrick's "Everyman's Chemistry." The present volume is every whit as racy and instructive, for the author is an enthusiast, a missionary, and withal a very human and persuasive propagandist. He is all for the inculcation of chemistry in the workshop, the field, the street, and the home—a veritable scientific Pussyfoot. He says: "A knowledge of chemistry is something like a good wife. It will help a man along with his work." And again: "Chemistry is the politics of matter." In this present little book there are treated some of the commoner problems of everyday life, such as laundry work, fuel, fertilizers, soap, iron and steel, ferments and catalysis. There are probably scores of manuals on our shelves which discuss the science of everyday life; but there is none, in our opinion, which puts more keen living interest into the subject than the book before us. In the first place, the language is not only simple, but it is arresting, nervous, and curiously attractive; and, in the second place, the author is so obviously in earnest over it all. The somewhat jaded teacher should try a course of Hendrick.

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PRIMARY SCHOOL NOTES.

The Increase of Sickness among Teachers.

THERE are unmistakable signs that the strain undergone by teachers during the period of the war, when additional school and class duties were cheerfully undertaken by those teachers who remained in the schools, is being followed by a grave increase in the number of cases of breakdown in health among members of the profession. Owing to the non-return of service teachers and the increasing shortage of entrants to the teaching ranks, the relief promised by the return of peace has not been given; on the contrary, the difficulties of scholastic work have been intensified. It is evident that the burden of responsibility upon the staff of a school below the recognized strength will eventually find out those of its members who are physically weakest. Their absence from duty naturally adds to the strain upon those who are left; and at the present time teachers throughout the country spend the week-ends in resting in preparation for the following week. In many cases they are undergoing courses of medical treatment whilst endeavouring to carry on school duties; and there is no doubt that loyalty to their colleagues and a regard for the welfare of their schools keep many at work who ought to be at home.

* * * *

A Rearrangement of School Holidays.

UNTIL a sufficient supply of teachers comes forward, it will be the duty of local education authorities to conserve the effectiveness of existing teachers. One main cause of anxiety and ill-health will be removed when substantial improvements in salary are introduced; but much could be done by a rearrangement of the vacation periods. For example, there is no break in many schools between the summer holidays and Christmas and again between Christmas and Easter. These are generally long and trying terms, and the interposition of a holiday of one week about the middle of each term would have important results in improving the efficiency of the teaching power. The greater prominence now given to the physical development of children and the methods of individual study which are being adopted in the schools, undoubtedly involve a greater degree of concentrated effort on the part of the teacher than was called for under a system of formal tuition. There is agreement among teachers that the responsibility of professional duties has become intensified during recent years.

* * * *

Ill-health among School Children.

THE returns of school attendance all over the country show a progressive decrease during the last few years, and while allowance may be made on account of the exclusion from school of children who are in indifferent health, there is agreement among teachers that the physical condition of their pupils is less satisfactory than it was before the war. The greater activity of child welfare committees in securing the baby-life of the country is now beginning to manifest itself in the schools, which now contain numbers of pupils of weakly health who, in other circumstances, would probably have died in infancy. The scarcity of good milk, the absence of butter, the lack of fresh meat and sugar, the high expense of warm clothing and boots, have all been paid for in the health of the children. The improved school medical service, which is now promised, will therefore be exceedingly welcome. Strong measures will be necessary to increase the resisting power of children to disease.

* * * *

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CONSIDERABLE criticism is being expressed by head teachers of primary schools at the basis of grading schools adopted by the Burnham Committee. It is contended that to adopt the average attendance of any school for the past three years as a basis for calculating the salary to be paid for the next three years is not unjust in itself, but unwise as a matter of administrative policy. It is admitted that the attendances of the last three years have been abnormally low on account of influenza and other epidemics, the falling birth-rate, and the prevalent laxity of school attendance owing to the non-enforcement of the full penalties of the Attendance By-Laws. The Burnham Basis makes no allowance for the increase of school attendance which will follow the abolition of half-time labour and the raising of the school-leaving age to fourteen years, which will follow the introduction of the new Education Act. This will cause an increase of 14 per cent. in the attendance

Continued on page 248.)

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* * * * *

N.U.T.—The Easter Conference.

THE Jubilee Conference of the N.U.T., which will open at Margate on April 5, will be attended by nearly 2,000 delegates, representing 114,000 members. The presidential address will be delivered by Miss J. Wood, of Manchester, who succeeds Mr. Folland in the chair. Miss Wood has been a notable worker in the National Federation of Class Teachers, and is a strong supporter of the principle of equal pay for men and women teachers. The Conference will comprise practically all the social functions which distinguished it before the onset of the war; and the practical issues arising out of the proposals of the new Education Act are expected to occupy a substantial proportion of the proceedings.

PRIZE COMPETITIONS.

THE winner of the February competition is Mr. E. Latham, 61 Friends Road, Croydon.

The prize for the March competition is awarded to "Pioneer"; *proxime accesserunt* "Paulus" and "Spero."

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Extract from Anatole France's "Le Mannequin d'Osier."

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The elms of the Mall were only just clothing their dark limbs with pale verdure, fine as dust. But on the slope of the hill, crowned with old walls, the flowering orchard trees displayed their round white heads or their pink pyramids in the clear, quivering daylight which smiled between two squalls. Far off, the river, enriched by the spring rains, flowed white and naked, brushing with her swelling sides the lines of slender poplars which fringed her bed, voluptuous, invincible, fruitful, eternal, a true goddess, as she was when the boatmen of Roman Gaul offered her copper coins and set up in her honour, before the temple of Venus and Augustus, a votive slab rudely carved with a galley and its oars. Everywhere, in the wide valley, the sweet, timid youth of the year shivered over the ancient earth. And M. Bergeret walked alone, with slow, unequal steps, beneath the elms of the Mall. He went with a mind restless, many-hued, erratic, old as the earth, young as the apple blossom, void of thought and full of confused images, mournful and yearning, gentle, innocent, sensual, melancholy, trailing his weariness, and pursuing illusions and hopes whose very name, shape, and aspect he did not know.

A minute study of the passage from "Le Mannequin d'Osier" appeared in *Modern Language Teaching* for July, 1914, under the title of "Essai d'Explication de Texte." The author, Prof. Boillot, pointed out that the keynote of the passage is the influence of Nature on man, a theme hackneyed, yet ever fresh when treated by a man of genius. Nature is shown as having two contradictory characteristics—youth, *la jeunesse de l'année*, and old age, *la vieillesse de la terre*, and the man as being at the same time weighed down by the burden of his misfortunes, yet full of vague desires and aspirations to which he can hardly give a name. When this central idea is seized, and the comparison of the river to a woman grasped, most of the difficulties disappear. *Mall* is, of course, nothing but the English "Mall"; *quenouille* is a gardener's term, thus defined by Littré, *arbre fruitier taillé en forme de quenouille, de manière que le plus grand diamètre est situé vers le milieu de sa hauteur*. The best translation that preserved the exact meaning was Menevia's, "white or rosy heads rounded or cut in distaff form." For *frôlait* we like "caressed."

(Continued on page 250.)

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Un soldat jeune, bouche ouverte, tête nue
Et la nuque baignant dans le frais cresson bleu,
Dort; il est étendu dans l'herbe, sous la nue,
Pâle dans son lit vert où la lumière pleut.

Les pieds dans les glaïeuls, il dort. Souriant comme
Sourirait un enfant malade, il fait un somme.
Nature, berce-le chaudement: il a froid!

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THE ENGLISH FOLK DANCE SOCIETY.

Honorary Director: CECIL J. SHARP.

CLASSES in Folk Dancing are held at the following centres:—

Baker Street.	Loughton.
West Ham.	Clapham.
Greenwich.	Croydon.
Baling.	

A Vacation School of Folk Song and Dance will be held at Cheltenham from July 31st to August 28th.

For full particulars apply to—

THE SECRETARY, E.F.D.S.,
7 Sicilian House, Sicilian Avenue,
Southampton Row, W.C.1.

Summer Schools—continued.

UNIVERSITÉ DE RENNES
(BRETAGNE, FRANCE).

FRENCH COURSES FOR FOREIGNERS OF BOTH SEXES.

1. HOLIDAY COURSES at RENNES during the month of July.
2. During the scholastic year at RENNES (Faculté des Lettres).

WINTER TERM: From November 15th to February 15th.

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Phonetics (Phonograph), Diction, Conversation, Grammar, Composition, Translation, Lectures on French Institutions and Literature.

DIPLOMAS:

"Diplômes de langue et de littérature françaises"—"Doctorat."

Reduction on fares from Dieppe or Calais to Rennes, and from Southampton to St. Malo.

Apply for Prospectus to

"Bureau de Renseignements,"
Faculté des Lettres,
Place Hoche,

RENNES.

For Summer Schools page see page 247.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational and School Transfer Agents.

(Established over 80 years.)

 Please note new Address:—

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For many years at 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C.

Telegraphic Address—"Scholasque, Westrand, London."

Telephone—Gerrard 7021.

Head Masters and Principals of Preparatory and other Schools desirous of engaging University and other qualified English, or Foreign, Resident or Non-resident Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

Assistant Mistresses and Governesses introduced. Also Lady Matrons and Housekeepers. No charge to Principals.

Schools transferred and valued. Partnerships arranged. No charge unless sale effected. List of Boys' and Girls' Schools and School Partnerships for sale sent gratis to intending purchasers, to whom no commission is charged. Several intending purchasers with capital up to £8,000.

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JOSEPH HUGHES.

76 Swaffield Rd., Wandsworth, S.W. 18, England.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS, 1920.

THE full official report of the Conference held last January is now ready for issue. Members of the public who have not yet ordered a copy, and wish to have one, should send a postal order for 4/- to the CONFERENCE SECRETARY, 9 Brunswick Square, W.C.1.

Sale or Transfer.

GOOD PRIVATE GIRLS' SCHOOL

and KINDERGARTEN near Peak district, to be disposed of with School premises and furniture. Vendor would be willing to loan house furniture for some years. Charming house surrounded by grounds and playing-field. Moderate prices. School agents need not reply. Address—No. 11, 004, c/o Mr. WILLIAM RICE, 3 Ludgate Broadway, E.C. 4.

Transfer of Boarders

PRINCIPAL wishes to TRANSFER BOARDERS to good-class School where she could enter as Partner or Assistant. Further particulars—HOOPER'S (Educational Agents) Ltd., 13 Regent Street, London, S.W.1. Established 1881.

COACHING, CORRESPONDENCE LESSONS, &c.

SYMBOLISM IN EDUCATION.

—Classes are being formed for the study of this important subject, either by attendance or correspondence. Particulars from—EDUCATIONAL SECRETARY, 1 Albany Terrace, London, N.W. 1.

MISS M. MURDOCH, L.L.A.,

Coaches by Correspondence in French, History, English Language, and Literature, and Comparative Religion for Cambridge and Oxford Locals and other examinations.—The Rectory, Little Stukeley, Huntingdon.

ELUCUTION AND SINGING—

CORDELIA COE (Cert. R.A.M.), of Albert Hall, Queen's Hall, and principal London Concerts, gives Private Lessons. Schools attended. Plays produced. Apply by letter—63 Biddulph Mansions, Maida Vale, W.9.

SPECIAL Correspondence Courses

in the L.R.A.M. and A.R.C.M. Paper Work. 187 Correspondence Students successful at these Examinations. — Mr. E. H. BIRBY, Mus.Bac., c/o Forsyth Bros., Deansgate, Manchester.

DR. ETHEL R. SPRATT, D.Sc.,

M.I.H., A.K.C., sometime lecturer in Botany, University of London, gives tuition personally or by correspondence in Mathematics, Science, and general subjects. — 47 Beryl Road, Hammersmith, W. 6.

MISS AGNES NIGHTINGALE,

Geography Cert. London School of Economics, and author of "Visual Geography," "Visual Botany," &c., visits Schools for Geography, Botany, and elementary Science. Preparation for examination. — 89A Cambridge Gardens, London, W. 10.

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SUITABLE FOR INSTITUTION OR SCHOOL.
BERKS—ADJOINING WINDSOR FOREST.
IN A PARK. FINE VIEWS.

AN exceptionally well-built HOUSE, containing thirty to forty large bedrooms, fine suite of very spacious reception rooms. Cottages, garage, stabling, and numerous outbuildings.

HOME FARM AND PARK, 277 ACRES.
For sale at mere fraction of original cost.
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CANADA.—Flourishing DAY

SCHOOL FOR SALE in large Ontario town. Opening for boarders. Apply—HEAD MISTRESS, S. Hilda's School, S. Catherine's, Canada.

To be Sold.

HEREFORDSHIRE, about 5 miles from market town with first class train service to London and Provinces, an excellent STONE BUILT MANSION, together with 60 acres of land, most suitable for Boarding School, Training, or Agricultural College. Two excellent Lodges, and good range of outbuildings. Productive gardens, and good glass-houses. The property is situate on high ground, commanding views over three or four counties. IMMEDIATE POSSESSION. For fullest particulars and price apply—GREENLANDS LIMITED, Auctioneers, Hereford.

The Revised Scale for Posts Wanted or Vacant will be found on page 231.

Posts Wanted.

GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers, having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

TO SCHOOLS.—Miss B. FURZE, A.R.C.M., visits schools to teach natural VOICE PRODUCTION, Solo and Class Singing. Diplôme R.A.M. for CHILDREN'S VOICE CULTURE, BATES method. Success in all Examinations.—6 Mount Park Crescent, Ealing, W.5.

WELL known Lady Composer (Songs) desires Resident or Visiting Post in School (London District), September next. Thorough Violin, Piano, Singing; also Organ and Choir Training. Interviews Easter holidays. Address—No. 10, 998.*

SOLICITOR'S Daughter requires post as SECRETARY in a School, or other similar appointment. Young and energetic. Good Book-keeper (double entry), Shorthand, Typist, and experienced in general office work. Address—No. 10, 999.*

MISTRESS for Senior German and Junior French (Direct Method), disengaged. Subsidiary subjects: Drawing, Painting, Music, Singing.—M. E. S., 32 Alma Road, Windsor.

A POST is required after Easter. by a Gentlewoman of experience to take charge of a Boarding House in connexion with a good School. Excellent references. Address—No. 11, 001.*

SCIENCE GRADUATE.—Good experience. Highest references. Will be desiring Post in September. Address—No. 11, 006.*

SECRETARY (Woman) requires post, School, College, or private. 7 years' teaching and 6 years' secretarial experience. English specialist. Shorthand, Typewriting, Book-keeping. Excellent references. Address—No. 11, 002.*

WANTED, for September, full-time post as ART MISTRESS in a Girls' Secondary School. Registered, Art Master's Certificate and previous experience in good Public Secondary Schools. Address—No. 11, 003.*

EXPERIENCED VISITING MISTRESS has some free time next term. Subjects, Mathematics and History. Specially good with beginners and accustomed to prepare for Senior Local and Matriculation. Address—M.C.E., 27 Spencer Road, Grove Park, Chiswick, W.4.

REQUIRED, September, by two friends, posts as SENIOR ENGLISH and MUSIC MISTRESSES; 8 years' experience in examination work. London preferred. Good qualifications and training.—13 Woodlands Road, Ilford, Essex.

SCOTTISH Minister's Daughter (35). First-class diplomas, Housekeeping and Housewifery, Edinburgh School of Cookery (Atholl Crescent). Experience. Desires post as HOUSE-MISTRESS, SECRETARY, or COOK HOUSE-KEEPER, in Boys' or Girls' Boarding School in London, or WARDEN of Professional Women's Club. Address—No. 11, 007.*

Posts Vacant.

LIVERPOOL COLLEGE, GROVE STREET, LIVERPOOL.

Wanted in September:—
(1) FRENCH MISTRESS. Honours degree or equivalent essential.
(2) GEOGRAPHY MISTRESS.
(3) MATHEMATICAL MISTRESS.
Apply to the HEAD MISTRESS.

* Replies to these advertisements should be addressed "No.—, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

MESSRS. GRIFFITHS, POWELL & SMITH,

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For many years at

34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

TO ASSISTANT MISTRESSES.

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

EASTER VACANCIES.

Assistant Mistress Graduate, for French and German. Good salary resident. (Surrey.)—No. 724.

Assistant Mistress for good French. Salary £130 resident. (Yorks.)—No. 721.

Assistant Mistress for good French to Matriculation standard. Salary £80 resident. (Herts.)—No. 718.

Assistant Mistress, specially qualified to teach Geography and History. Salary to graduate £200-£280; non-graduate £170-£230. Public School. (Devon.)—No. 711.

Assistant Mistress wanted. Good History and Geography. Salary £80 resident. (Shropshire.)—No. 703.

Assistant Mistress for English, French, and Mathematics. Salary £90 resident. (Lancs.)—No. 692.

Assistant Mistress, specially qualified to teach History. Salary £175 to £300. Secondary School. (Suffolk.)—No. 691.

Assistant Mistress for Junior Form work. Salary £80 resident. (Lancs.)—No. 687.

Two Assistant Mistresses wanted. Scripture, Latin, and ordinary English. Salary £120 each resident. (Sussex.)—No. 679.

Science Mistress wanted in September, qualified to teach Botany. Degree essential. Salary scale £150 to £250. Secondary School. (Worcestershire.)—No. 606.

Assistant Mistress for Latin and Mathematics. Physics, or Modern Geography. Salary £100 resident. (Yorks.)—No. 602.

Assistant Mistress for general Form subjects. Salary £80 resident. (Wales.)—No. 597.

Form Mistress for usual Form subjects, charge Form III. Salary £100 resident. R.C. essential. (Bucks.)—No. 595.

Assistant Mistress for Mathematics and Botany. Salary £80 resident. (Wales.)—No. 591.

Assistant Mistress for English, Arithmetic, French, and Drill. £90 resident. (Midlands.)—No. 590.

Senior English Mistress wanted, able to prepare for University Exams. Salary about £80 to £100 resident. (Derbyshire.)—No. 584.

Senior Assistant Mistress for Latin and Mathematics, or Latin and Botany. Salary £100 resident. Also Mistress for ordinary English subjects and Games. Salary £70 resident. (Kent.)—No. 568.

Form Mistress wanted in September. English subjects to Matriculation Standard. Salary £90 resident. (Sussex.)—No. 675.

Assistant Mistress for Latin and some other subjects. Lady holding Degree or Inter. Arts by preference. Salary about £100 resident. (Lancs.)—No. 674.

Assistant Mistress to act as Head of Staff. Modern Geography, with Latin, Mathematics, or English. Salary £100 resident. (Essex nr. London.)—No. 669.

Assistant Mistress to take English and French to Middle Forms. Salary for a Graduate £150 to £250. Secondary School. (Midlands.)—No. 666.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses.

Numerous posts for Junior Mistresses asking salaries from £35 to £50 resident.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

Particulars of suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

No commission charged unless a post is obtained through this Agency, when the commission is very moderate.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 252 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Weststrand, London."

Senior English Mistress—English, French, Arithmetic, Botany, to Senior Cambridge Standard. Salary £100 resident. (Beds.)—No. 663.

Experienced English Mistress wanted for First-class School near London. Salary about £120 res. (Berks.)—No. 661.

Assistant Mistress to teach Classics. Salary £150 resident. First-class School near London. (Herts.)—No. 658.

Experienced Mistress for Mathematics and Geography to Senior Cambridge standard. Salary £80 resident. (Wales.)—No. 655.

Two Assistant Mistresses wanted. (1) Honours Degree in History. (2) Assistant Mistress for Geography. Salaries according to scale. Public Secondary School. (Staffs.)—No. 647.

Two Assistant Mistresses wanted, to take between them Mathematics, Latin, Scripture, Geography, Nature Study, Botany, and the usual English. Salary about £100 resident or £150 non-resident. (Sussex.)—No. 646.

Assistant Mistress wanted for high-class School (near London). English, Arithmetic, and Geography. Salary £130 resident.—No. 639.

Junior Form Mistress. Churchwoman. Usual English subjects. Salary £100 resident. (Kent.)—No. 637.

Assistant Mistress wanted, chiefly for French and German. Salary according to qualifications and experience. (Yorks.)—No. 636.

MUSIC MISTRESSES.

Music Mistress with Degree for Music and Singing. Salary £100 resident. (Scotland.)—No. 723.

Music Mistress, L.R.A.M., Piano and Singing. Salary £80 resident.—No. 708.

Experienced Music Mistress, able to prepare for Associated Board Examinations. Piano, Solo and Class Singing. Salary £80 resident. (London.)—No. 696.

Music Mistress, Piano (Curwen and Matthay Method). Salary £80 resident. (Sussex.)—No. 662.

S. Africa.—Music Mistress, chiefly for Singing, Piano, Secondary, Harmony. Salary £150 resident.—No. 613.

Music Mistress, Piano, Theory, Solo and Class Singing. Salary £80 resident. (Kent.)—No. 587.

GYMNASTIC MISTRESSES.

Gymnastic Mistress wanted. Swimming essential. Salary £100 resident. (Yorks.)—No. 700.

Physical Mistress wanted for Secondary School in Midlands. Salary £150 to £300.—No. 694.

Games Mistress wanted for high-class School near London. Salary £130 resident.—No. 641.

Drill and Games Mistress wanted for Public High School. Salary £160 per annum. (Staffs.)—No. 630.

Physical Training Mistress. Salary £70 resident. (Norfolk.)—No. 624.

Posts Vacant—continued.**POSTS ABROAD.**

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

CHERWELL HALL, OXFORD.

Applications are invited for the post of PRINCIPAL of Cherwell Hall Training College for Women Secondary Teachers, Oxford.

The Principal will be required to take over the direction of the College after the end of the Summer Term.

Salary, with board and residence, £500, rising by two annual increments to £550.

Applications, stating qualifications, experience, and age, with copies of testimonials, should be addressed to the SECRETARY OF CHERWELL HALL, at 34 Denison House, Westminster, London, S.W.1, before April 30th.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.
(A Constituent College of the University of Wales.)

Wanted, a HEAD MISTRESS for the Preparatory School and Kindergarten, and MISTRESS OF METHOD in the Kindergarten Training Department.

Salary £200, or £180 with furnished rooms. Duties to begin on April 28th. Applications and testimonials should be received not later than April 12th by the undersigned, from whom further particulars may be obtained.

W. P. WHELDON, M.A., LL.B.,
March 10th, 1920. Secretary and Registrar.

LORD DIGBY'S SCHOOL, SHERBORNE, DORSET. — Required, in September, a Mistress as HISTORY SPECIALIST, with good subsidiary English. Training or experience essential. Salary according to qualifications and experience. Apply—HEAD MISTRESS.

LINCOLN DIOCESAN TRAINING COLLEGE.

Wanted, for September 1920, a MISTRESS OF METHOD for Teachers of Upper Standards, with an Honours Degree in English. Salary £150 to £250 resident, according to experience and qualifications. Apply, by April 30th, to the Principal, Miss Exton, Training College, Lincoln, from whom further particulars may be obtained.

WANTED, after Easter, ENGLISH (Resident) GOVERNNESS, to prepare Boy 7 years for school; also for Girls 10 to 8. Usual English subjects, French, Piano, Drill. Country (Herefordshire). Reply—Lady MARGARET WALSH, Stretton, Chichester.

WYGGESTON GRAMMAR SCHOOL FOR GIRLS, LEICESTER.

Wanted, in September, SENIOR CLASSICAL MISTRESS. Good Degree (Oxford or Cambridge preferred) and experience essential. Salary according to scale. Apply—HEAD MISTRESS.

TWO Vacancies after Easter in recognized Boarding School on South Coast (72 Girls). Mathematics, Latin, Divinity, Geography, Nature Study, English Grammar and Composition, up to Senior Cambridge standard. Salaries according to qualifications and experience. Write—K. M., c/o J. W. VICKERS & Co., Ltd., 5 Nicholas Lane, E.C.4.

WATFORD. — LONDON ORPHAN SCHOOL.

Wanted in May:—
(1) Resident SENIOR MATHEMATICAL MISTRESS. Salary £150 per annum.
(2) Resident HISTORY MISTRESS. Salary £100 to £120 per annum.
Good degree and experience essential. Apply to HEAD MISTRESS.

BEDFORD GIRLS' MODERN SCHOOL.—Wanted in May, Temporary or Permanent MISTRESS, to take Mathematics and elementary Physics in Middle School. Initial salary £160 to £220, according to qualifications. Apply—HEAD MISTRESS.

WANTED, in September or earlier, a SENIOR MISTRESS. Graduate (or equivalent), experienced, in Co-educational School. Special subjects: French and Needlework. Salary according to qualification and experience. Apply—HEAD MASTER, Bridport Secondary School, Dorset.

Posts Vacant—continued.**BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON), N.W.1.**

The Council invite applications for the post of ASSISTANT LECTURER IN MATHEMATICS at Bedford College, University of London. The initial salary will be £250 a year; the post is open to men and women equally. Six applications, together with copies of not more than three recent testimonials and the names of not more than three references, and one copy of any published work, must be received not later than the first post on Monday, April 26th. Further particulars may be obtained from the SECRETARY, Bedford College, London, N.W.1.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON), N.W.1.

The Council of Bedford College invite applications for the post of ASSISTANT LECTURER in the Department of Education, the appointment to date from September 1920. Candidates must have an Honours degree or its equivalent in Modern Languages and experience in Secondary School teaching. Evidence of residence abroad essential.

Applications must be received not later than Monday, April 26th. Further information can be obtained from the SECRETARY, Bedford College, Regent's Park, N.W.1.

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON), REGENT'S PARK, N.W.1.

The Council of Bedford College for Women, University of London, invite applications for the post of ASSISTANT IN GEOGRAPHY, the appointment to date from 1st September, 1920. Candidates should hold either an Honours degree in Geography or a Geography Diploma. Applications must be received not later than Friday, 23rd April, 1920. Particulars to be obtained from the SECRETARY, Bedford College, Regent's Park, N.W.1.

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free. — Dutton's College,
Desk T 97, SKEGNESS.

HARROGATE COLLEGE. —

Wanted in September, GAMES MISTRESS (Darford Student preferred); good Lacrosse and Cricket essential. Salary according to qualifications. Apply, with full particulars, to the HEAD MISTRESS.

MADAME BONNEAU, professeur d'École supérieure, Bressuire (Deux-Sèvres), France, prendrait au pair, pour trois mois, à partir de Pâques, jeune fille anglaise instruite. Ecrire immédiatement, adresse ci-dessus.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen. MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

MARITZBURG, NATAL. —

Required for Girls' High School in August:—
(1) SINGING MISTRESS, with either Junior Violin or Piano.
(2) MATHEMATICAL MISTRESS, with Junior Latin or French.
(3) THIRD FORM MISTRESS; good English, Arithmetic, Junior French.
Apply, with full details, testimonials, and photo, to A., 73 Manor Road, Wallington, Surrey.

IPSWICH HIGH SCHOOL (G.P.D.S.T.).

SCIENCE MISTRESS wanted in September. Chemistry and Botany. Experienced teacher essential, able to organize Advanced Course. Salary according to qualifications and experience. Apply—HEAD MISTRESS, High School, Westerfield Road, Ipswich.

BIRKENHEAD HIGH SCHOOL (G.P.D.S.T.).

Wanted for September:—
(1) MISTRESS to teach Chemistry and Physics, with subsidiary Botany or Arithmetic. Honours degree or equivalent essential.
(2) GEOGRAPHY MISTRESS, with subsidiary Arithmetic or Botany. Initial salaries from £170.
(3) MISTRESS for Games and Gymnastics. Initial salary from £150.
Apply, with copies of testimonials and full particulars, to the HEAD MISTRESS.

Posts Vacant—continued.**HANTS COUNTY COUNCIL. EDUCATION COMMITTEE.****BASINGSTOKE HIGH SCHOOL FOR GIRLS.**

Required next term, SENIOR MATHEMATICAL MISTRESS, Graduate. Salary according to scale, commencing at £180, with allowance for approved experience up to 6 years. Application form on receipt of stamped addressed foolscap envelope, from the HEAD MISTRESS, Basingstoke High School for Girls, Hants.

BATLEY EDUCATION COMMITTEE.

GIRLS' GRAMMAR SCHOOL.
Head Mistress: Miss M. BELLMAN, M.A.

Wanted in September, MISTRESSES for—
(a) HISTORY } To Higher Certificate Standard.
(b) SCIENCE } Good Degree and experience essential.

(c) FRENCH, with Latin as a Subsidiary Subject. Salaries according to scale (under revision). The Governors will be prepared to consider special allowances for qualifications and service. Forms of Application and copies of the scale may be obtained on receipt of a stamped addressed foolscap envelope. Forms must be returned to the undersigned not later than the 12th April, 1920.

ARTHUR S. ELLIOTT,
Education Offices, Batley. Secretary.
17th March, 1920.

PRESTON EDUCATION COMMITTEE.**THE PARK SCHOOL.**

Required for September:—

(1) ENGLISH MISTRESS, for work of an advanced Course, I or II Class Honours. Salary scale according to qualifications and experience.
(2) JUNIOR SCIENCE MISTRESS, to take elementary Chemistry or Physics and some Mathematics.

Training desirable. Salary scale. Forms of application can be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

CUMBERLAND EDUCATION COMMITTEE.

The Committee have vacancies for ORGANIZERS OF PHYSICAL TRAINING (WOMEN). Candidates must be fully qualified. Commencing salary will not be less than £180, and will be increased according to qualifications and experience.

Further particulars and conditions of service may be obtained from the DIRECTOR OF EDUCATION, The Courts, Carlisle.

HOWELL'S SCHOOL, DENBIGH.

Trustees: THE DRAPERS' COMPANY.
Head Mistress: Miss ROBINSON.

Wanted, in September, 1920, TWO ASSISTANT MISTRESSES, to teach between them, Mathematics, Physics, Chemistry, and if possible, Zoology. Salary according to qualifications and experience. Applications to be made to the HEAD MISTRESS.

CHURCH OF ENGLAND TRAINING COLLEGE, CHELTENHAM.**ST. MARY'S HALL.**

A Lady VICE-PRINCIPAL will be appointed, to commence duties in September. Commencing salary £350, with board and residence. Candidates must be Graduates under 45 years of age and members of the Church of England (Evangelical). Applications, with copies of three recent testimonials, to be sent not later than May 1st to the Rev. the PRINCIPAL, The Training College, Cheltenham.

LIVERPOOL. — THE BELVEDERE SCHOOL (G.P.D.S.T.).

TWO SCIENCE MISTRESSES for September, both to teach one subject in Advanced Course (Physics or Chemistry or Botany), and also help with elementary Chemistry or Mathematics. Salary scale £170-£300 non-resident.

ASSISTANT HOUSE MISTRESS for Summer Term for senior girls' boarding house. Knowledge of Shorthand and Typewriting an advantage. Salary £50-£80 resident.

Applications, with copies of testimonials, to sent to the HEAD MISTRESS immediately.

STUDENT-MISTRESS (resident)
Required next term for Boys' Day School, Enfield. Give references and full particulars of qualifications and requirements. Enclose photograph.—Miss F. M. BAGSHAW, Torr House, Great Hucklow, Buxton.

THE JOINT AGENCY FOR WOMEN TEACHERS,

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.1.

Teachers seeking Posts in Public and Private Schools and Training Colleges for the Summer Term and for September should apply **at once** to the Registrar. **Governesses seeking Private Posts** are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant in September. There are also many Summer Term vacancies still on the books:—

MATHEMATICS AND SCIENCE.

- Girls' Grammar School in Herts. Oxford or Cambridge woman preferred. Training and experience desirable. Salary scale (£150 to £170) —£300 or £350. JA 19200
- Girls' High School in Worcestershire. Junior Science Mistress to teach elementary Chemistry, Physics, Botany, elementary Mathematics. Salary scale (£150 to £200)—£10—£320 and War Bonus. JA 19260
- Girls' High School in Northumberland. Science Mistress to teach Botany, junior Chemistry and Physics. JA 19302
- Girls' High School in Midlands. Science Mistress to teach Physics and Botany. Salary from £180. JA 19338
- Girls' Public School in Essex. Junior Science Mistress to teach elementary Chemistry, Physics, and Mathematics. Salary from £150. JA 19339
- Girls' Public School in London, S.W. Second Mathematical Mistress. Churchwoman. Salary £180 to £210. JA 19461
- Girls' County School in Kent. Science Mistress. Chemistry essential, Botany or some other subject needed. Salary not more than £300. JA 19486
- Girls' County High School in Essex. (1) Mathematical Mistress, not senior post. (2) Science: Botany, Chemistry. Initial salaries £150 to £200. JA 19498 & 19499
- Girls' High School in Lancs. Two Science Mistresses for Advanced Course Physics and Botany and some Chemistry and Mathematics. JA 19563
- Girls' High School in West England. Science Mistress for Chemistry. Elementary Mathematics desirable. Salary about £180. JA 19575
- Girls' Secondary School on Sussex Coast. Two Mathematical Mistresses, one with Hons. degree, Singing desirable for one. JA 19628 & 19629
- Girls' County School in Northants. Mathematical Mistress. JA 19658
- Girls' High School in Derbyshire. Mathematics to Intermediate Standard. Latin desirable. Churchwoman. Salary scale (£160 to £180)—£10—£220. JA 19667
- Girls' High School in Gloucestershire. (1) Mathematical Mistress with experience to be in charge of subject. (2) Science Mistress. Salaries £180 to £350. JA 19680 & 19681
- Girls' High School in Essex. Mathematical Mistress. Junior Arithmetic essential. Training desirable. JA 19715
- Girls' Public School in London, W. Science Mistress for Physics, Chemistry, and perhaps Mathematics. Salary scale £180—£10—£310. JA 19731
- Girls' Public School in N. Wales. Senior Science Mistress for Mathematics, Physics, Chemistry, Zoology desirable. Churchwoman. Salary from £130 resident. JA 19754

ENGLISH AND HISTORY.

- Girls' Public School in Kent. History and Classics. Nonconformist preferred. Salary £85 to £90 resident, rising to £130. JA 18995
- Girls' High School in Bedfordshire. History, including Advanced Course work. Oxford woman preferred. Good salary. JA 19134

- Girls' High School in Cheshire. English for Advanced Course work. Salary scale £150—£20—£350. JA 19401
- Girls' Public School in North Wales. History, Honours degree essential, training desirable. Churchwoman. Salary from £130 resident. JA 19500
- Girls' Public School in Lancashire. English. Oxford or Cambridge woman preferred. Initial salary £250. JA 19617
- Girls' Secondary School on South Coast. (1) English and French with Phonetics. (2) Middle School Form subjects. Salary scale £170 to £300. JA 19636 & 19637
- Girls' High School in West England. Mistress to take charge of English and History Department. Salary scale £180 to £350. JA 19682
- Girls' High School in Yorkshire. Senior English Mistress. Oxford or Cambridge woman with experience. Salary up to £280. JA 19684
- County High School in Cheshire. Senior History Mistress. Honours degree. Salary scale £150—£20—£350. JA 19707
- Girls' High School in Midlands. English, some Advanced Course work. Oxford woman preferred. Training or experience. Salary scale (£150 to £180)—£10—£300. JA 19742

MODERN LANGUAGES.

- Girls' Secondary School in Hants. French and elementary Mathematics. Salary scale: Initial, Graduate, £200; non-Graduate, £130. JA 18791
- Public School in Scotland. French. Initial salary £160 to £200, rising to £250. Englishwoman or Frenchwoman. JA 19008
- Public School on Sussex Coast. French, German, Churchwoman. Degree and training. Salary £100 to £110 resident. JA 19061
- Girls' High School in Cheshire. French for Advanced Course work. Salary scale £150—£20—£350. JA 19402
- Girls' High School in Yorkshire. Senior Modern Language Mistress. French, German desirable. Honours degree. Salary scale £170 to £320. JA 19487
- Girls' Grammar School in Hertfordshire. French and German. Good salary, rising to £350. JA 19612
- Girls' Public School in London, N. French Assistant to chief French Mistress. Some Scripture. Degree preferred. L.C.C. salary scale. JA 19622
- Girls' Public School in London, E. Assistant French Mistress. Englishwoman with residence abroad. L.C.C. salary scale. JA 19674
- Girls' High School in Northants. French and German, some Advanced Course work. Salary scale £200—£20—£400. JA 19695
- Girls' Public School in Midlands. French (direct method), English, some Scripture. Churchwoman, Cambridge or London Honours preferred. Minimum salary for Oxford or Cambridge Graduate, £180. JA 19739

GEOGRAPHY.

- Girls' Private School in Worcestershire. Geography. Resident or non-resident post. Salary scale (£150 to £180)—£350 non-resident. JA 19437
- Girls' Public School in Lancashire. Geography, junior Mathematics desirable. Churchwoman. Initial salary £160 to £180. JA 19669

CLASSICS.

- Girls' High School in Cheshire. Latin, and some Ancient History and English Grammar. Salary scale £150—£20—£350. JA 19403
- Girls' Public School in Wiltshire. Classics. Churchwoman preferred. Salary from £100 resident. JA 19417
- Girls' High School in Nottinghamshire. Senior Classics. Cambridge woman preferred. Experience. Salary from £170 non-resident. JA 19562
- Girls' Municipal Secondary School on Sussex Coast. Latin. Singing very desirable. Honours degree. Salary scale £180 to £350. JA 19630
- Girls' High School in East Yorkshire. Classics, Oxford or Cambridge woman preferred. JA 19676
- Girls' High School in Essex. Latin, subsidiary French. Training desirable. JA 19713
- Girls' Public School in Midlands. Classical Mistress, age not under 24. Salary scale (£170 to £200)—£10—£300. JA 19741

PRIVATE SCHOOL POSTS.

- Private School for Girls (27 boarders) in Sussex. History, English, Latin. Degree, training or experience. Salary from £100 resident. JA 19544
- Private School in Surrey. English and History. JA 19581
- Private School in Surrey. History, some Scripture or Classics, or Geography. Degree and experience. Churchwoman preferred. Salary £120 resident. JA 19604
- Private School in Hertfordshire. Mistress to teach History, Literature, and Geography. Resident post. JA 19693

ART, MUSIC, GYMNASICS, DOMESTIC SCIENCE.

- Girls' Public School in Channel Isles. Mistress for Needlework, Cookery, Household Science. Salary £70 to £80 resident. JA 19465
- High School in Nottinghamshire. Mistress for Art including Senior work. JA 19561
- Girls' Public School in Wiltshire. Music Mistress for Piano. Singing desirable. Churchwoman. Salary £80 to £100 resident. JA 19672
- Girls' Public School in London, E. Gymnastics Mistress with experience. Salary £180 to £228. JA 19675
- Girls' Private School in Surrey. Gymnastics and Games. Dartford training. Resident post. JA 19725
- Girls' High School in Northants. Gymnastics Mistress. JA 19728
- Girls' High School in Yorkshire. Gymnastics Mistress. Bedford or Dartford training. Initial salary £140 to £150. JA 19746

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. **Reference to a post must be made by number.**

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

Posts Vacant—continued.**EDUCATIONAL VACANCIES IN COLONIAL SERVICE.**

THE Secretary of State for the Colonies has the following vacancies at his disposal for Educational Officers in the Colonial Service.

Intending applicants should write to the Assistant Private Secretary (Appointments), Colonial Office, Downing Street, S.W. 1, for the necessary form of application **without delay** as the vacancies will be filled as soon as possible. Candidates applying for more than one post should state order of preference on application form. Candidates must have served in some branch of His Majesty's Forces during the late war, unless their reasons for not doing so are entirely satisfactory to the Secretary of State for the Colonies.

(1) Royal College, Mauritius.

(a) **MATHEMATICAL MASTER.** Salary 6,000 rupees.

(b) **SCIENCE MASTER.** Salary 5,000 rupees per annum, (present value of rupee—2/-). Free quarters **not** provided.

Candidates should be graduates of a British University preferably, with Honours.

(2) Medical College, Ceylon.

(a) **LECTURER IN CHEMISTRY.**

(b) **LECTURER IN PHYSICS.**

Salary in both cases £400-£25-£500 with temporary allowance of £90 per annum (pending revision of salaries).

Free quarters are not provided and no private practice allowed. The lecturers will have complete charge of courses of instruction in their respective subjects to (i) Medical Students of Ceylon Medical College, (ii) Science teachers of Educational Department, (iii) External Students up to London B.Sc. pass Standard.

Qualifications.—Should be graduates of British Universities with Honours in, for (a), Chemistry, for (b), Physics, and a knowledge of, for (a), Physics, for (b), Chemistry as subsidiary subject. Candidates should be unmarried. Free passage provided.

(3) Royal College, Colombo, Ceylon.

SCIENCE MASTER. Salary £400 per annum, plus temporary increase of £90, rising by £25 annually to £500, plus temporary increase of £80.

Qualifications.—Good Honours Degree in Chemistry of any British University; competent to teach Physics at least to Standard of London Intermediate Examination in Science.

Duties.—May be required to teach in any School or College in Ceylon.

All above mentioned appointments are on three years' probation in first instance, then become permanent and pensionable on confirmation. Free passage provided.

(4) Straits Settlements and Federated Malay States.

(a) **TWO MASTERS** are required in the Straits Settlements to teach Physics, Chemistry, and Mathematics (Algebra and Geometry), as required for the Cambridge Senior Local Examinations.

(b) **ONE ASSISTANT MASTER** is required at the Malay College, Kuala Kangsar, Federated Malay States, to teach Elementary Science, and to assist in teaching English Subjects, and (when qualified) the Malay language.

Candidates for 4 (a) and (b), should be graduates of a British University with Honours degree in Natural Science and possessing teaching experience.

These appointments will be on four years' probation in the first instance, with initial salary of from £400 per mensem to £440 per mensem, according to age and qualifications. The salary rises by annual increments of £20 per mensem. If service is satisfactory, the officer will, on expiration of the probationary period be placed on the permanent establishment. The maximum salary is \$660 per mensem, and there is a strict efficiency bar at \$560 per mensem. No duty allowance or war bonus is given. The present value of the dollar, for the payment of leave, salary, and pension is 2s. 4d., but this rate is liable to alteration. Free passages to the Malay Peninsula are provided. At the present rate of exchange, the sterling equivalent of the salary is £560 per annum to £616 per annum, rising by annual increments of £28 to £924, with efficiency bar at £784.

(c) In addition there are five vacancies in the Straits Settlements, and four in the Federated Malay States, for European MASTERS, to teach the usual English subjects and Mathematics (Geometry and Algebra), as required for the Cambridge Senior Local Examinations. These Masters may also be required to teach Latin.

Candidates should be graduates of a British Uni-

Posts Vacant—continued.

versity with an Honours Degree and possessing some teaching experience.

The salaries and other conditions of these appointments are the same as for 4 (a) above.

(5) FIJI.

A **FIRST ASSISTANT MASTER** is required for the Boys' Grammar School, Suva. The appointment will be in the first instance for three years, but is subject to renewal. Salary £400 per annum (without quarters). Free first-class passage to Fiji. Required to teach, primarily, Science and Mathematics. May be required to organize and supervise School Games and to take charge of the Cadet Corps.

Applicants must be graduates of a British University and have had successful experience as teachers of Science and Mathematics in a Secondary School.

(6) West Indies.

(a) **ASSISTANT AND SCIENCE MASTER.** Boys' Secondary School, Grenada. Three years' agreement. Salary £250-£10-£350, plus £50 allowance in lieu of quarters. Free passage. Bachelor preferred.

Qualifications.—A Science Degree, preferably in Honours; knowledge of French, and Agricultural Science if possible.

(b) **ASSISTANT AND SCIENCE MASTER.** Dominica Grammar School. Salary either (1) if Science graduate £250-£10-£350, or (2) if passed Intermediate for Sc. degree or similar Standard £200-£10-£300, pensionable.

For both 6 (a) and (b), £40 lodging allowance and free passage provided.

ST. GEORGE'S SCHOOL FOR

GIRLS (Incorporated),
Garscube Terrace, Edinburgh.

Wanted in October:—

(1) **HEAD OF PREPARATORY DEPARTMENT** (Kindergarten to Upper Second), with the responsibility for the organization of the training of students for the Higher Certificate of the National Froebel Union. Qualifications—Higher Certificate of the National Froebel Union, with good experience. Salary scale £200 to £350 or £380, according to qualifications, with allowance for experience in recognized school. (2) **FRENCH MISTRESS** (second). Honours degree or good French qualification, residence abroad and training desired. Salary to Graduate £150 to £300, to Graduate with Honours £200 to £350.

Apply, with full particulars and copies of testimonials, to the **HEAD MISTRESS**.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten **free of charge** for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed **by return of post**. Full price-list, with specimens of **typewriting** and printing, sent on application.

KING, 45 Bedford Row, London W.C. 1.

EASTER VACANCIES.—ASSIS-

TANT MISTRESS required, first-class Girls' School near London. Geography and Mathematics to Matriculation Standard (£80).—(Weston) Botany, Physical Geography to Seniors, English to Juniors. High-class School. Liberal salary.—(South Coast) K.G. MISTRESS (Froebel trained), also experienced **ENGLISH MISTRESS** (£100 about). First-class Boarding School.—(Yorks.) Drill, Dancing, Games, some K.G. (£80 or more).—(Yorks.) General work to Junior Local Standard (£80).—(London) General subjects, Class Singing (Boys), £80. R.C. Many similar vacancies.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W. 1. No booking fees. Established 1881.

DOMESTIC SCIENCE MIS-

TRESS wanted (London, N.), willing undertake housekeeping and management of maids.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W. 1. No booking fees. Established 1881.

HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W. 1. have vacancies for MISTRESSES in Burma, Canada, New Zealand, India. Registered Schools. Send full particulars of qualifications. No booking fees. Established 1881.

PRINCESS HELENA COLLEGE,

EALING.—Required, Resident MISTRESS in May, to teach English and French. Honours Graduate essential, Oxford or Cambridge preferred. Experience desirable; good discipline; Church of England. Apply—PRINCIPAL.

Posts Vacant—continued.**LIVERPOOL EDUCATION COMMITTEE.**

CALDER HIGH SCHOOL.
Head Mistress: Miss F. A. MACRAE.

Applications are invited for the following posts in the Calder High School, to be opened in September next:

	Post.	Salary Scale.
1.	SCIENCE MISTRESS. Chief subject Botany, subsidiary Chemistry with School Gardening.	II
2.	MATHEMATICS.	II
3.	HISTORY AND GEOGRAPHY.	I or II
4.	ENGLISH.	I or II
5.	FRENCH.	II
6.	CLASSICS AND ENGLISH.	II
7.	JUNIOR FORM MISTRESS to take some Senior Geography.	I
8.	DOMESTIC SCIENCE.	{ £90 by £5 to £120, then by £10 to £150.
9.	GYMNASTIC AND GAMES MISTRESS with some knowledge of Eurhythmics.	{ £125 by £5 to £150.
10.	HALF TIME ART MISTRESS for afternoons, 2-4 p.m.	
11.	MISTRESS for Class Singing, two afternoons a week.	{ according to arrangements
12.	SCHOOL SECRETARY. Some Secondary School experience essential.	£80-£100.

Allowance will be made for previous experience in placing successful candidates on the scale.

Posts.—1-6 should possess Honours Degree of a British University.

7-11 should possess Diplomas recognized by the Board of Education. Training a recommendation.

Salaries.—Grade I. £125 by £5 to £150 plus Bonus. II. £160 by £10 to £200

Civil Service Bonus at the rate of £40 and 30% of salary applies to all salaries.

Forms of application can be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool, and together with copies of three testimonials should be returned to him not later than May 1st.

EDWARD R. PICKMERE,
Clerk to the Local Education Authority.

COUNTY COUNCIL OF DURHAM. EDUCATION DEPARTMENT.

DURHAM JOHNSTON SCHOOL (Boys—310).

FORM MASTER, with special qualifications to teach Mathematics, required in September.

Applications must be received not later than first post on Monday, 3rd May, 1920.

DURHAM GIRLS' COUNTY SCHOOL (Girls—310).

SENIOR MODERN LANGUAGES MISTRESS required in September, to organize French and German throughout the school. Honours degree, residence abroad, knowledge of phonetics and teaching experience essential.

Applications must be received not later than first post on Monday, 17th May, 1920.

Canvassing directly or indirectly is prohibited and will disqualify.

Salary scale—MASTERS £200-£15-£450; MISTRESSES £180-£15-£350. Minimum may be increased according to experience and qualifications.

For forms of application and scale of salaries, apply, enclosing stamped, addressed, foolscap envelope, to the **DIRECTOR OF EDUCATION**, Shire Hall, Durham.

Shire Hall, Durham.
19th March, 1920.

TYPEWRITING and Duplicating, MSS., &c.: accurate, prompt.—**MILNER**, 18 Cardigan Street, Cardiff.

FULLY Qualified Resident MUSIC

MISTRESS required in May. A knowledge of the Mathay and Curwen systems essential. Apply—Miss PARKER GRAY, Abbotsford, Broadstairs.

HECKMONDWIKE SECONDARY SCHOOL.

Wanted, to commence duties in September, an **ASSISTANT MASTER** with good qualifications in Chemistry (Mathematics subsidiary). An advanced course in Science and Mathematics is recognized in the School.

Salary begins at from £180 to £300 according to qualifications and experience, and rises to £450.

Applications to be made on forms which can be obtained from the **HEAD MASTER** at the School.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Mistresses for Easter, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

HISTORY SPECIALIST required, in an important Girls' School, on the East Coast, to take up her duties in September. Graduate essential, with previous experience. Post non-res. and good salary, according to qualifications and experience.—No. 16,052.

ASSISTANT MISTRESS, for Form IV, to teach good general subjects, including elementary Mathematics, in important Girls' Boarding School on South Coast. Salary not less than £80, together with board and residence.—No. 16,024.

ASSISTANT MISTRESS for Lower Third Form, to offer good general subjects, including good Mathematics, in large Public Secondary School, in the South of England. Post will be non-res. and good salary, according to qualifications.—No. 15,834.

ASSISTANT MISTRESS, to teach good Modern Geography, together with elementary English and Mathematics, in important Preparatory School, within easy reach of London. Salary from £80 to £90, together with board and residence.—No. 16,003.

ASSISTANT MISTRESS, to teach good English and History, in large Girls' High School, in London district. Graduate and member of Church of England essential. Initial salary £150 non-res.—No. 15,967.

ASSISTANT MISTRESS to be Head of Junior House, and to offer some English in Upper School, in important Girls' School, in the North of England. Post resident and good salary offered, according to qualifications.—No. 15,933.

ASSISTANT MISTRESS, to take up duties in September, to teach good Scripture and Latin, together with elementary Mathematics and History, in important Boarding School, on South Coast. Salary from £100 to £120, together with board and residence.—No. 15,920.

Classical Mistresses.

CLASSICAL MISTRESS, to take up duties after Easter, in important Girls' High School in Midlands. Salary from £150 to £300 non-res., according to qualifications.—No. 15,939.

SENIOR CLASSICAL MISTRESS, to take up duties in September, in important Girls' School in Home Counties. Graduate essential. Post non-res. and good salary offered, according to qualifications.—No. 16,025.

CLASSICAL MISTRESS for after Easter, in important Girls' Boarding School, within easy reach of London. Salary £150, together with board and residence.—No. 15,622.

CLASSICAL MISTRESS, in important Girls' Public School, within easy reach of London. Graduate, and member of Church of England essential. Salary £200 non-res.—No. 15,872.

CLASSICAL MISTRESS, to take up duties in September, in important Girls' Boarding School, recognized by the Board of Education, in South of England. Salary about £170, together with board and residence.—No. 15,950.

CLASSICAL MISTRESS to take up duties in September, in important Girls' High School, within easy reach of London. It would be a recommendation if she can offer French as a subsidiary subject. Graduate essential. Salary from £190 to £225 non-res. according to qualifications.—No. 15,984.

Mathematical and Science Mistresses.

ASSISTANT MISTRESS required, to take up duties in September, to offer Mathematics as chief subject, in important Girls' School, within easy reach of London. Graduate essential. Salary from £190 to £225 non-res., according to qualifications.—No. 15,986.

ASSISTANT MISTRESS, to teach good Modern Geography throughout the School, in important Girls' School in the Home Counties. Graduate essential. Salary from £100 to £120, together with board and residence.—No. 15,975.

SCIENCE MISTRESS, to take up duties after Easter, or in September, to offer Physics and Mathematics, together with Modern Geography, if possible. Graduate, and member of Church of England essential. Salary not less than £160 non-res.—No. 15,785.

TEMPORARY SCIENCE MISTRESS, in important Girls' School, within easy reach of London, to teach Botany, together with some Chemistry. Graduate essential. Salary £90 non-res. for the Term's work.—No. 15,762.

TWO SCIENCE MISTRESSES, to take up duties in September, to teach between them Physics, Botany, Chemistry, and Mathematics, in large and important Girls' Public School, in North of England. Graduates essential. Posts non-res. and good salaries offered, according to qualifications.—No. 15,752.

ASSISTANT MISTRESS required, after the Easter holidays, to offer good Botany throughout the School, in important Girls' Boarding School, in South-west of England. Graduate essential. Salary from £150 to £350 non-res. according to qualifications and experience.—No. 15,655.

Modern Languages Mistresses.

SENIOR FRENCH MISTRESS required, to take up duties after Easter or in September, in large Public School, in North of England. Graduate essential. Initial salary £170 non-res., rising by annual increments of £10 to £250.—No. 16,014.

ASSISTANT MISTRESS, to teach good French throughout the School, in important Boys' Public School, in the London district. Graduate essential, with a knowledge of the language acquired abroad. Salary not less than £220 non-res., with prospect of increase if satisfactory.—No. 16,032.

ASSISTANT MISTRESS, to take up duties in September, in important Girls' High School, within easy reach of London, to offer good French, together with Latin as subsidiary. Graduate essential, with residence abroad. Salary from £190 to £225 non-res., according to qualifications.—No. 15,985.

ASSISTANT MISTRESS, to take up duties in September, to offer good French up to Higher Local standard, together with some German, if possible, in important recognized School, in the London district. Graduate essential. Salary from £90 to £100, together with board and residence.—No. 15,934.

MODERN LANGUAGE MISTRESS, to take up duties after Easter, to offer German as chief subject, together with some French, in important Girls' School, within easy reach of London. Salary from £130 to £160 non-res.—No. 15,846.

Games and Gymnastics Mistresses.

ASSISTANT MISTRESS required, to take up duties in September, to offer Games, Gymnastics, together with Remedial Exercises, in an important Girls' recognized School, in London district. Candidate looked for who has been trained at Dartford or Chelsea Colleges. Salary about £100, together with board and residence.—No. 15,935.

PHYSICAL CULTURE MISTRESS, to take up duties in September, to offer good Games throughout the School. Dartford training essential. Vacancy in important Girls' Boarding School in South of England. Post res. and good salary, according to qualifications.—No. 16,006.

DRILL AND GAMES MISTRESS, in important Girls' High School, in Constantinople, to take up duties in September. Salary £130, together with board and residence, probably on two years' contract.—No. 15,979.

ASSISTANT MISTRESS, to teach good Gymnastics and Games throughout the School, in important Girls' Boarding School, in the East of England. Fully trained candidate essential. Salary not less than £80, together with board and residence.—No. 15,938.

PHYSICAL CULTURE MISTRESS, to take up duties in September, to offer good Gymnastics throughout the School, in important Girls' Boarding School, in the London district. Post res. and good salary.—No. 15,849.

PHYSICAL CULTURE MISTRESS, to take up duties after Easter or in September, in important Girls' recognized School, in the South-west of England. Fully trained candidate essential. Salary from £75 to £90, rising to £120, together with board and residence.—No. 15,650.

PHYSICAL CULTURE MISTRESS, to take up duties in September, in important Girls' Boarding School, in South of England. Fully trained candidate essential. Post res. and good salary, according to qualifications.—No. 15,657.

Kindergarten and Junior Form Mistresses.

ASSISTANT MISTRESS required, to take up duties after Easter, to teach Form I, including good elementary Mathematics and Nature Study. Candidate looked for who has Froebel Certificate, or similar qualification. Post non-res., and salary from £140 to £150, according to qualifications.—No. 15,998.

TEMPORARY MISTRESS, to offer good Nature Study, Brush Work, Hand Work, and Drawing, in important Boys' School, in the North of England. It is essential that the Candidate appointed should have Froebel Certificate or Degree. Salary offered, £80 non-res. for the Term's work.—No. 16,010.

JUNIOR FORM MISTRESS, to take up duties after Easter, in important Girls' High School, within easy reach of London. Froebel candidate essential. Salary from £150, rising by £10 to £230 non-res. according to qualifications.—No. 16,027.

MESSRS. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.**GUILDFORD EDUCATION COMMITTEE.****COUNTY SECONDARY SCHOOL FOR GIRLS.**

Wanted in September:—

- (1) SENIOR HISTORY MISTRESS.
- (2) SENIOR ENGLISH MISTRESS. Subsidiary Scripture desirable.
- (3) SECOND SCIENCE MISTRESS. Good Physics essential. Botany and Mathematics desirable as subsidiary subjects.

For (1) and (2) an Honours Degree or equivalent and experience are essential. Scale salary: Graduates' minimum £150, maximum £320. Non-Graduates' minimum £120, maximum £240; in each case with £45 bonus (decreasing as increments become due) making total salary for first 5 years £195 and £165 respectively. Allowance for previous service up to 10 years. Form of application to be obtained from and to be returned to—

F. S. TOSSWILL,
Education Office, Clerk to the Governors.
Guildford.
22.3.20.

MARY DATCHELOR GIRLS' SCHOOL, CAMBERWELL GROVE, S.E.5.

Wanted for September:—

- (1) An ENGLISH SPECIALIST, to organize English throughout the School and in a Modern Science Advanced Course. Good Honours degree and experience essential. Oxford or Cambridge degree preferred. Initial salary £310.
- (2) A SCIENCE MISTRESS, to teach Botany throughout the School and in an Advanced Course, and some Chemistry, Physics, or Mathematics. Good Honours degree and experience essential. Salary on L.C.C. scale, according to qualifications and experience.

(3) An ASSISTANT MISTRESS for Latin and English subjects. Honours degree essential. Greek a recommendation. Salary on L.C.C. scale, according to qualifications and experience.

Applications for any of the above posts should reach the Head Mistress, Miss M. D. Brock, Litt.D., before May 1st.

SOUTH AFRICA.—Required for Government High School, fully qualified PHYSICAL CULTURE MISTRESS. Salary £195 per annum, rising by annual increments of £7. 10s. to £360 per annum. Board costs £44. Passage paid. Fully qualified SINGING MISTRESS, with Piano or junior Violin if possible, required for Wesleyan High School, Natal. Salary £150 resident, with part fees of outside pupils.

Apply—S. A., "The Society for the Overseas Settlement of British Women," The Imperial Institute, South Kensington.

ORME GIRLS' SCHOOL, NEWCASTLE, STAFFS.

Wanted, for September:—(1) SENIOR CLASSICAL MISTRESS. Minimum initial £210. (2) SCHOOL SECRETARY, with part time Teaching. State subjects offered. (3) SECOND HISTORY MISTRESS. Advanced Course and Middle School work. State subsidiary subject. Graduate scale, £160—£10—£220—£15—£340. Allowance for qualifications, training, experience. Apply—HEAD MISTRESS.

EDGEHILL GIRLS' COLLEGE, BIDEFORD, N. DEVON.

Required, in September, MATHEMATICAL MISTRESS, degree or equivalent essential. Salary according to qualifications and experience. Apply, with all particulars, to the HEAD MISTRESS.

WANTED, for Girls' Boarding School in Scotland, FORM MISTRESS.

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See also pages 263, 268, 281.

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See advertisement on page 263.

Scholarships, &c.

See also pages 262, 264, 265, 311.

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These advertisements are continued on p. 271.

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SUMMER SCHOOLS, 1920.

See also pages 263, 271, and 310.

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SUMMER SCHOOLS, 1920.

See also pages 263, 270, and 310.

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For continuation of Summer Schools Advertisements, see page 310.

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OCCASIONAL NOTES.

THAT war furnishes the most powerful of all stimuli to the social instinct is an approved fact of history; it sets in motion a tide of common feeling which sets strongly toward union, and either blurs or entirely sweeps away the boundary marks of division between class and class, between sect and sect, which hitherto have made common action impossible. Mr. Fisher, in his unspoken, but happily not unreported, speech, is clearly for taking this tide at the flood, with the view of putting an end once and for all to the dualism in our educational system which separates the "provided schools," as they are called, from the denominational. It would be a clear gain if it could be done. No one doubts that. It is equally clear that the present prices for building and equipment will make it increasingly hard, and in the end impossible, for the denominational schools to maintain the same standard of efficiency as the others. The standard of educational requirements is bound to rise; the revenues derived from trusts and voluntary contributions do not rise. It is not well for religion to be associated in the minds of a whole generation with relative inefficiency and backwardness in education; nor would that be fair to the children. Are we prepared to see these schools go under? If they do, are the public authorities prepared to shoulder the whole burden which will be thrown upon them? The cost of the Anglican school buildings alone is estimated at forty millions. Can local education committees who have to build new secondary schools and new continuation schools buy them out at the same time? That alternative clearly is barred out. Moreover, candid observers recognize that in these schools, which are on the average

much smaller than the others, there is a distinctive quality of atmosphere, a personal interest in the well-being of the child, and that this is worth preserving. Even sturdy Nonconformists will agree with Lord Hugh Cecil when he says: "There should be two doors to the school—the one by which the child is admitted, the other by which he passes into the Church."

It is clear that both in the interests of educational progress and of religion it would be well to find some larger synthesis in which present differences would be merged. Such a synthesis must be found by the way of agreement, and Mr. Fisher's speech does not mean that any Bill is now on the stocks or even contemplated. We shall rightly regard it as a *ballon d'essai*. It is the outcome of certain informal discussions with leaders on either side, and the object is to see how far the method of compromise therein adumbrated commends itself to the nation as a whole. Some of the old protagonists, like Lord Sheffield and Dr. Clifford, have taken down their swords and declared against any further concessions to denominationalism. That was to be expected. More important is the attitude of teachers. In their Conference at Margate they declined to commit themselves until they could get specific answers to specific questions, but unanimously they declared against the "right of entry" being applied to the Council Schools. Against imposition of tests they have Mr. Fisher's unequivocal word of promise. Teachers will also welcome Mr. Fisher's "corollary" that in future the training colleges should provide adequate facilities for training in the methods of religious instruction. The presentation of this subject has, as the result of recent criticism, become more difficult than any other.

BISHOP GORE has suggested that the whole question should be referred to local Interdenominational Councils, on which there should be representatives of the teachers, of the local education authority, and of the churches. The duty of such a Council in any place should be to draw up a course of religious instruction for the elementary schools on which all could agree, but that their function should be advisory merely, though recognized by statute. The hope is that such a Council, with teachers to guide them, would approach the whole question from the point of view, not of this or that particular denomination, but of the child. With such an approach, the great simple things on which all agree would stand out so prominently that the small things which separate would fade into insignificance. What is the difference, for instance, between Miss Hetty Lee and Mr. Archibald, the leaders in Sunday-school reform on the Church side and the Free Church side respectively? There is no doubt that such a course so arrived at would command a large and increasing measure of adherence. Only the politicians must be kept out. The matter of the fabric and the additions which will have to be made for nursery schools, the reconstruction that will be necessary for diminution of classes and continuation schools, and central or special classes, and so forth—all this may be kept separate, and left to the business men to arrange. There is a real spirit of fusion abroad, and that spirit will provide sufficient momentum to carry us over and past the obstacles which hitherto have blocked the way.

THE "Schedule" Examinations of individual children in civil public elementary schools were abandoned many years ago. They passed away without a regret on the part of anyone concerned. For

Individual Examination of Children in Army Schools.

reasons easily understood when we remember the need for "standardizing" children who may, for military reasons, be moved at any moment from one part of the world to another, the Army has hitherto retained these individual examinations; and, while Army school inspectors have busied themselves in making the records and returns familiar to H.M. Inspectors of a generation ago, Army school teachers have sedulously and sorrowfully prepared even the "infants" for individual examination in separate subjects. The system has, indeed, lingered too long, even in the Army; but it has now received its *coup de grâce* under conditions that have rapidly matured since the Armistice introduced so many novelties in the education of our soldiers and, incidentally, of their children.

THE recently issued Circular of the Board of Education on the medical inspection and treatment of pupils in secondary schools and continuation schools prescribes a complete medical examination of each pupil on entrance, at the age of twelve, and at the age of fifteen, coupled with cursory inspection annually

Medical Inspection in Secondary Schools.

throughout the period of school attendance. Provision is also required for re-inspection of those in whom defects have been found, and of any pupils whom the school staff may desire to bring to special notice. This provision will continue the practice in force in elementary schools and will unify practice throughout the country; but the actual requirements are less than the provision available in those secondary schools which had adopted medical inspection before the war, or than that which it was found possible to maintain in London even during the period of hostilities. Special attention is to be given to detecting the first signs of overstrain, whether this arise from preparation for examinations, the carrying out of homework under difficult conditions, or from other factors. Medical officers are also to work in close co-operation with teachers of physical education, with the view of securing the adaptation of the exercises to the needs of special children. Communications with parents, when these are not present at the time of inspection, are to be made through the head master or head mistress.

LAST year the Board of Education directed the attention of local education authorities to the serious shortage of candidates for the teaching profession, though, indeed, the authorities must have been well aware of the facts.

Recruits for Teaching Profession.

The Board now, in Circular 1154, outline alternative methods of preliminary education, intended to help towards the solution of the problem of recruitment. A full-time secondary-school course, up to the age of seventeen at least, is the obviously desirable arrangement, but its universal adoption is rendered impracticable, first, by the inadequacy of secondary-school accommodation, and, secondly, by the difficulty of binding children of eleven to adopt teaching as a profession. In the case of boys, it is thought that entrance to the secondary school at fourteen will go far to meet the difficulty. But, chiefly to meet the case of girls, the Board propose to revert to

the plan of pupil-teacher "centres," which may be independent or may be attached to elementary, and preferably to central, schools. The defects of the old "centres" are as far as possible to be avoided, and they are to be so organized and staffed that they may be developed into secondary schools. The Board's proposals seem to us the best that can be made in the circumstances, though we are not clear that even now a fair chance is given to children in remote country districts, whence useful material was at one time obtained. We regret, too, that the Board have not dealt with the question of the student-teacher year, the utility of which is gravely doubted by many training college authorities.

THE London County Council have decided to place at the disposal of the authorities of private schools the advice and services of the Council's Inspectors of Schools,

Inspection of Private Schools.

should they desire to qualify for a place on the Council's list of schools, supplying efficient full-time instruction for young persons between fourteen and sixteen years of age. Similarly, those who have pupils under fourteen years of age are to have similar help to qualify as schools providing suitable elementary instruction, or as preparatory schools, if they propose applying to the Board of Education for recognition. Some members of the Council proposed to make this inspection compulsory on all private schools, and that is the point that will make private-school masters regard the proposal with suspicion. They will fear that after compulsory inspection will come either entrance into the fold of the Board of Education, or that of some County Council, or gradual extinction due to non-recognition. Still another liberty of Englishmen will be engulfed by bureaucracy. It will be said of those who do not accept the Council's offer that they are inefficient as fearing inspection. But it may well be that some head masters may like to conduct their establishments in their own way, having found this way successful and remunerative. Not that many of them are so foolish as to think they have nothing to learn from experienced inspectors. But these gentlemen have prejudices like all men, and teachers who realize this show the inspector the particular things he wishes to see, and thereby they gain his approval; whereas, when his back is turned, they go on teaching in their own way. The cure for this strategy is the appointment of so large a body of inspectors that it would never be known beforehand which one was likely to inspect.

THE practice of taking parties of children to witness theatrical performances in school hours is one of the few innovations which continued to grow and flourish during the war. And now a curious legal point has been raised which gives a new turn to affairs. The L.C.C. have taken counsel's opinion on the legality of

Theatre Visits for School Children.

allowing elementary-school children to spend money on what is regarded as an integral part of their education. Can their schooling be considered free if they pay travelling fares and admission fees? Counsel's opinion is adverse: the expenditure is illegal; and, if it is made, the visit to the theatre cannot be accounted a school attendance upon which grant may be paid. So convinced, however, are the L.C.C. of the value of these visits that they have decided to continue them, and to legalize them by paying all the expenses incurred by both teachers and scholars. But they lay down certain restrictions. The

performance must be one of those organized by the London Central Shakespeare Committee, and the means and cost of travelling must conform to certain rules. No child may attend more than three times in one year, and no play must be witnessed which is not studied in school. Whether these regulations will increase the number of visits is doubtful; that they will alter the distribution of the visits is certain. There will be more from the poor schools and fewer from those in prosperous neighbourhoods. Poverty is no longer a bar to the educational advantages of seeing Shakespeare well staged and well acted.

IT was long the standing reproach of our elementary schools that they imparted to children the power to read, but did practically nothing to train them to a worthy use of that power. Hence the immense crop of trashy periodicals and booklets for children that appeared after the Act of 1870 had had time to take effect. Even now, as every teacher knows, the school does not play its proper part in cultivating a taste for sound literature, and it can never do so until the school library is placed on a better footing. We are, therefore, glad to see that the London County Council are likely to take this important question in hand. The report of a Conference formed some time ago is now in print, and it seems to us to make an admirable combination of point and brevity. It proposes that the school library should be organized in three divisions: (1) the classroom library, (2) the departmental library, and (3) the teachers' library. Of these we are glad to find that the first is regarded as fundamental, because books bearing upon the immediate work of a class should be always at hand. The departmental library should include the more expensive works of reference; whilst the teachers' library should include pedagogic works, and other books which are clearly beyond the intelligence of children, but necessary for due preparation on the part of the teacher. The suggestions made in the report concerning the types of books for children of various ages, the formation of a standing advisory committee of head and assistant teachers, and the establishment of suitable relations with public libraries, are all interesting and valuable.

THE School Teachers (Superannuation) Act, 1918, went far towards establishing for a large part of the teaching profession the retirement provision required by the whole. It is a pity that the Government, when dealing with the question, did not boldly tackle the entire problem, difficult though it is, in one venture. The piecemeal treatment of the profession tends to separate what should be unified. Of the questions which the Act has brought into prominence and left unsolved, the superannuation of university teachers is specially important and urgent. A memorandum recently issued by Prof. John Strong and Mr. A. E. Wheeler of Leeds University directs attention to the anomalies arising from the separate treatment of the schools and the universities in the matter of pensions. Transfer from one to the other is made difficult; in London the transfer of a teacher from one institution to another within the same university is impeded; a training college which forms part of a university is treated differently from a training college not in a university: the university teacher is pensioned on a less generous scale than his

colleagues in the elementary and secondary schools, and the older teachers in the universities are left with retirement benefits which are quite ridiculously small. The whole question is being vigorously discussed in the universities, both by the governing bodies and by the teachers themselves, and alternative methods of dealing with it are put forward in the memorandum to which we have referred. While refraining from comment on the relative merits of these alternatives, we would most strongly urge that whatever course of action may be decided upon—and the case for some reform seems to be unanswerable—the Government should have regard, not merely to the claims of the universities, but to the importance, in the interests of education, of a co-ordinated teaching profession, with freedom of interchange between its various branches in all parts of the United Kingdom, if not in the Commonwealth as a whole.

THE report of the Kent Education Committee, covering the period 1914–1919, is an interesting review of the work done in the county during the past five years, and indicates also some of the developments that will be necessary in order to carry out the spirit of the new Act. It is not practicable here to discuss all the chapters of the volume; it may be observed, however, that the information in each section is complete and admirably arranged. Regarding the important question of the supply of teachers, it is estimated that the number of entrants to the profession in Kent should amount to at least 400 a year. The actual number comprising bursars, pupil and student teachers for the past year was little more than one-fourth of the estimated requirement, the number having fallen from 333 in 1907 to 129 in 1919. The Committee look forward to improved prospects, due to the better salaries available and the substantial increase in the provision of pensions and disablement allowances, and also to the alterations made in the training of teachers' regulations, which aim at the breaking down of barriers between types of schools and teachers and the gradual unification of the profession. The Committee believe that the only permanent solution is to build up a profession comparable in knowledge, dignity, and opportunity with other professions. In this direction a real advance has been made of recent years. Whether it will have any effect in checking the grave falling off in the number of boys desirous of taking up teaching remains to be seen.

IN their report the Kent Education Committee observe that the fundamental problem which requires solution before a plan for educational reform can be built up is that of the unit of administration which should be adopted for the county. The success of the administration of the new Act, it is argued, must depend largely upon the degree and kind of co-operation which can be secured between the authorities for elementary and higher education. It is believed that a county such as Kent, with its varied population, industries, and diversity of character, is too large a unit for perfect and sympathetic educational control from one centre. The vitalizing and stimulating effect of personal contact is lost, for the members of the County Education Committee, however willing, cannot possibly make themselves acquainted with the multifarious needs and difficulties of the different localities. Consequently, it is proposed to establish district boards to control and co-ordinate all forms of education in a par-

School
Libraries.

Supply of Teachers
in Kent.

Superannuation
of University
Teachers.

Units of
Administration.

ticular district. It is an interesting development, which will be watched carefully. It is doubtful whether the stimulating effect of personal contact is likely to be more of a reality under a district board than under a county authority. The functions of a local education authority are, of course, distinct from the management of schools and institutions. In one case, the question of area is not of primary importance, provided it is large enough to justify the cost of efficient administrative machinery. On the other hand, the duties of management can only be effectually associated with particular institutions.

WE are glad to hear that there is an acute shortage of those resident governesses who were once to be found in every great country house. They used to

**The Family
Governess.**

lead the loneliest of lives; for their position was as anomalous as that of Mahomet's coffin. They were regarded as the inferiors of the masters and they thought themselves superior to the servants. So they had no one to speak to but their charges, who often treated them with ill-disguised contempt. The idea of such resident governesses is entirely false. No woman, however talented, is able to teach all the subjects that girls of fifteen or sixteen should learn; and the girls grow up ignorant and contemptuous of learning. These girls often become the wives of our rulers whom they occasionally rule; as Mr. Wells brings out in "Mr. Britling." There is thus great danger to the State. The whole position is due to the snobbishness inherent in the British mind. The daughters of these peers and plutocrats (no longer interchangeable terms) are thought too precious to mix with the common herd. They miss all the joy of communal life, and their minds are narrowed, for they meet only those who think in one way. Instead of knowing something of mathematics and natural science, like girls who have been at efficient secondary schools, most of their time has been given to oral French and German (excellent in its way), singing, piano practice, dancing, and some sketchy history and geography. Those who have to correspond with ladies of title know how shaky is their spelling and how illegible their writing. These faults are not due to the governess so much as to the mother, who, brought up on the same bad lines, has no use for education, and on the slightest excuse allows her daughters to adorn their persons rather than their minds. We hope it will soon become the fashion for all girls of the upper classes to attend schools. If exclusiveness is needed, why cannot the newly enfranchised start more "public" schools.

THE CONSTRUCTION OF THE TIME-TABLE.

WHY I should have had the honour of a visit from so many distinguished people may seem to those who know me a mystery, but I can only report the conversation of my visitors, the suggestions they offered for my help and guidance, so that others less fortunate may profit by my experience.

I was engaged at the time in the usual holiday amusement of preparing the time-table for the next term, assigning to the various subjects their due number of hours, and to my various colleagues the classes they expected, and endeavouring to avoid any arrangement too burdensome to myself. My first visitor

wore so benevolent an expression, his bald head was so beautifully polished, and through his gold-rimmed spectacles shone a pair of such limpid blue eyes that I welcomed him with a friendly bow in spite of the interruption to my work. "You will," he said, "at once excuse my intrusion, I am sure, when you know my errand. I am an entomologist. The importance of the science I profess need not be pointed out to you, an educated man, but I might perhaps say that the discoveries of recent years due to this science, and the value of the measures it has enabled us to adopt to combat various diseases, cannot be exaggerated. There are, however, whole worlds to conquer; entomologists will be required in large numbers; early training in the right direction is essential; in short, I wish you to introduce the subject at once into your school curriculum. It is useless to play with the matter: a sound foundation must be laid, and for this you should devote not less than three hours per week." So convincing were his arguments that I could not but agree with his conclusions, and before he left he had extracted from me a promise to comply with his request.

I had scarcely resumed my struggle with the time-table, now still further complicated, when the second visitor was shown in. "I can see you are busy," he said, "so I will not waste time. You may have heard of me: I am a professor of astronomy. You cannot be ignorant of what the modern world owes to that science—navigation, the prediction of celestial phenomena, deliverance from superstitious fears, an appreciation of the infinite littleness of man, yet, at the same time, of the might of human intelligence that has known how to fathom such mysteries. What more inspiring subject for the young?" "Indeed it is," I said; "so completely do I agree with you that we already devote one hour a week to the first elements." "One hour," he scoffed, "one hour! Make it four at least; you will then be able to make a start if you continue thus throughout the school course." "I will do it," I said. "Thank you," he replied; "I won't take up more of your time, as I notice you have several more visitors to-day."

I was not aware of it, but the moment the astronomer left there entered a middle-aged person dressed in a loose-fitting suit, with a soft collar and a tie that seemed to be made out of a black silk handkerchief. He wore his greyish hair long, and had a shaggy beard which he stroked affectionately as he spoke. "I know you from your photographs in the papers," I said, "and I read with pleasure much of what you write, particularly when occasional leisure permits me to indulge in dreams of fancy." He seemed slightly surprised at my words, but said: "I know what you are doing, and I hope I have arrived in time. The subject I have made my own is one of vast importance; the reconstruction which must now take place may easily be based on faulty foundations; it is essential that not only the leaders should understand the principles of political economy, but that the workers themselves should appreciate what their true aims should be. Popular fallacies teem around us." "True," I said; "but what can I do in the matter?" "Put it in your time-table, three or four hours a week—a small allowance out of so many, especially in view of the fact that you live in the midst of a business community, where such knowledge is essential." "I will do it at once," I said. "You are a true friend of education," he replied; "and now, as I have several other calls to make, I will not detain you longer."

Scarcely had the professor left when the next visitor took his place. He was indeed a contrast to the last: short iron-grey hair, a clean-shaven face, a countenance alert which indicated quick senses rather than profound intellect, a well-cut suit of clothes, and boots brightly polished. "I've come to see you about my boy," he began; "he has to follow me in my business, and he must understand book-keeping. I'm a business man; you schoolmasters deal, so to speak, in luxuries—Latin, Greek, higher mathematics—useless in my business; but I wanted the boy to have some culture, and now he's really fifteen he must get on to something real. Can you give him book-keeping instead of Latin and mathematics?"

"It is a little difficult," I said, "but I am engaged on a time-

table, and I will see what can be done. We haven't a regular class in book-keeping, and, as we have four hundred boys and only eighteen masters, individual tuition is a little difficult to arrange."

"Well," he said, "he'll be leaving in a month or two, and I do want him to learn something real. Good-bye."

"There's a lady to see you, sir," said the porter, "the lady who called to see the late head master."

"Show her in," I murmured; "time-tables can wait a little."

The newcomer was tall, with thin features, and an expression almost amounting to grimness. She carried a small bag, from which she drew a bundle of pamphlets. "It is to save postage," she said. "Would you be so good as to distribute these to the members of your staff, and may I have a word with you? I am the Secretary of the Society for the Abolition of Corporal Punishment. Its degrading effects, its brutalizing tendencies are without doubt known to you, but you may not have given close thought to its real nature. It is, of course, torture; in a modified form, perhaps, but still torture."

"It is, madam," I said.

"Ah, then, I am preaching to the converted. Doubtless you have abolished it in your school, and my visit is unnecessary."

"Well, madam, it is rare in this school, but not entirely unknown. There are cases when— May I ask if you have children of your own?" My visitor's countenance assumed a pained look, and, glancing at her card, which lay on the table, I noticed the name Miss —.

Hastening to cover up my mistake, I assured her that her pamphlet should receive careful consideration, and she withdrew.

But another caller succeeded her. "I see," said the newcomer, "that I shall meet with sympathy from you. You have certificates instead of prizes, a mere acknowledgment of work well done rather than a gross reward, the laurel-wreath of victory, not the bonus of the professional."

"The reason for the certificates, my dear lady," I began.

But she was not to be interrupted. "How beautiful to work for work's sake! If one could but abolish rewards and punishments altogether and unite in the loving pursuit of knowledge! Our education is too vocational; we try to fit boys for their allotted tasks rather than to develop their souls. But the best of teachers are needed for such work as that, men whose energies should not be wasted in endeavours to live on scanty pay. Salaries must be raised; you must get the best men and women for your work."

"True, madam; but you spoke, I think, of abolishing rewards. Perhaps you referred to the pupils?"

"The desire for knowledge," she went on, "is implanted in the young. They must not be bored or dulled by contact with stupid minds, not punished for the display of their natural impulses, but allowed to develop, not cramped too much by time-tables"—there seemed a likelihood that my school, at least, would not suffer in this respect, but I let that pass—"not made too uniform. Unpunctuality, for example, is often but a temporary failure to gauge correctly one's powers of walking, there is something noble in the character that will stake all on the difference of a second." At this moment the clock struck, and my visitor, rising in haste, said, "Pardon me, but I must go; my train . . ."

"Another gentleman to see you, sir," said the porter; "he says he has an appointment." A young man entered carrying a bag from which he drew an illustrated prospectus. "I had your letter, sir," he said. "I represent Thoughts, Ltd.; we have just opened a new department, and we undertake to make time-tables if you give us the data."

"This sounds interesting," I said, "my own time-table has undergone several changes, and I have received some valuable suggestions which I should like to incorporate in it. See what you can make of it."

"Give us the figures," he said, "number of hours, number of masters, number of subjects, and we will complete it and you shall have it in three days." The offer was so tempting that I at once fell in with it. "Here are the data," I said.

"Take a look at them." He did so. "You've allotted, I suppose, the number of hours to each subject," he said. "How many hours for entomology, what time for astronomy, what time for political economy, what time, what time?" . . .

"What time are you going to get up?" said my wife. "Your train goes at eight and it's seven-thirty now; you must go to bed earlier and give up working after dinner."

"No," I said, "but I will give up something; I'll give up attending educational conferences and take to golf."

J. M.

LONDON EDUCATION DURING THE WAR.*

THE part of the Annual Report of the London County Council relating to education is a document of deep and poignant interest, covering, as it does, the fateful period between 1915 and 1919. When the war broke out, London education had been in the Council's hands for just ten years, and the Council's educational work was "in full swing." The Report of the University of London Commission had been issued and called for careful consideration, the provision of secondary schools was being proceeded with, and a scheme was at work for reducing the size of classes in the elementary schools. Then fell the thunderbolt of war, and "the course of progress was automatically arrested." On the morning of August 12 the 650,000 children and their teachers were back at work in the schools, and the writer of the report has no doubt that this measure had a steadying influence on the population. But a far more serious call awaited the men teachers. More than half of the total of six thousand eventually joined the Forces; more than 10 per cent. gave their lives; others have returned to their schools with the loss of a limb or an eye; whilst over two hundred are known to have won military distinctions. A fine record, indeed!

The instruction given in the schools, especially in geography and history, was naturally influenced a good deal by current events, and did not follow the normal course. A significant exception was that of the air-raided districts, where the teachers in many cases found that the nervous strain was relieved by a general withdrawal of attention from the war so far as that was possible. Comparatively little damage was done or alarm created by the night visits of Zeppelins; it was the daylight visits of aeroplanes, and in particular the terrible disaster at a school in Poplar on the morning of June 13, 1917, that made London realize that its children were in the war zone.

Though the absence of over three thousand teachers could not but have a bad effect on the usual work of education, the activities of the schools were in some respects stimulated by war conditions. "How can we help in the war?" was the question asked everywhere by the children, and in due course every school became a centre from which help was organized for the men at the front, for the men in hospital, and for the war refugees. With one exception, all this work was local. The striking exception was that a sum of £4,000 was collected in the schools for the purchase of clothing material, which was made up in the girls' schools, with the result that 10,000 kits were sent to the peasant children of Belgium and Serbia.

An interesting chapter of the Report tells of the war work done in the colleges and technical institutes. Of course, much of this work, especially in the greater colleges, took the unobtrusive, but effective, form of scientific research upon specific problems submitted by the naval and military authorities. As regards actual output of war material, the technical institutes rendered service of untold value in the manufacture of gauges, a task which was marked out for them both by the nature of their workshop resources and by the delicacy of the processes involved. The Report makes special mention of the engineering departments of Goldsmiths' College and of Paddington Technical Institute as having won high distinction as centres of these operations.

The Report closes on a hopeful note. The war has stimu-

* Annual Report of the London County Council. Vol. IV: Education. (P. S. King & Son.)

lated the nation into taking education seriously, and it has stimulated teachers and administrators into casting about for the best ways and means of carrying the nation's wishes into effect. Let us hope that, as a nation, we shall keep our heads, and secure that the war, though a disaster, was, at any rate, not an unmitigated disaster.

PERSONAL PARAGRAPHS.

INCLUDED in the recent list of promotions in and appointments to the Civil Division of the Order of the British Empire will be found the following associated with education:—

Knight Grand Cross (G.B.E.): Dr. Arthur Everett Shipley, F.R.S., Vice-Chancellor of Cambridge University.

Knights Commanders (K.B.E.): Prof. I. Bayley Balfour, F.R.S., Professor of Botany, University of Edinburgh; Prof. W. H. Bragg, F.R.S., Quain Professor of Physics, University College, London; Prof. C. W. C. Oman, M.P., Chichele Professor of Modern History, Oxford University.

Commanders (C.B.E.): Prof. H. L. Callendar, F.R.S., Professor of Physics, Imperial College of Science, London; Prof. F. G. Donnan, F.R.S., Professor of General Chemistry, University College, London; Prof. Percy F. Frankland, F.R.S., Emeritus Professor of Chemistry, Birmingham University; Prof. W. A. Herdman, F.R.S., Professor of Oceanography, University of Liverpool; Prof. J. C. Irvine, F.R.S., Professor of Chemistry, University of St. Andrews; Dr. T. M. Lowry, F.R.S., Lecturer on Chemistry, Guy's Hospital; and F. Wilkinson, Director of Education, Bolton.

Officer (O.B.E.): W. A. Bulkeley-Evans, hon. secretary and treasurer of the Public Schools Hospitals Fund of the British Red Cross Society.

THE appointments to the Order of the British Empire of Mr. W. A. Bulkeley-Evans and Mr. F. Wilkinson will be of special interest to the public schools and technical institutions respectively. Mr. Wilkinson has been hon. secretary of the Association of Technical Institutions since 1912 and Director of Education for Bolton since 1903, prior to which he was Director of the Bolton Municipal Technical School. Mr. W. A. Bulkeley-Evans is secretary to the Head Masters' Conference.

THE HON. W. N. BRUCE, C.B., has been appointed to be Second Secretary in the Board of Education.

THE REV. DR. G. H. COOKE, head master of Aldenham School since 1900, is resigning at the end of the present term to take up the living of Mapledurham, in the gift of Eton. Dr. Cooke is an old Etonian, becoming Newcastle Scholar in 1874. As a student at King's College, Cambridge, he passed through a brilliant career, being successively Browne's Medallist, Powis Medallist, Craven University Scholar, Senior Classic in 1878, and Fellow 1879. He was then appointed Lecturer at King's College, holding office as Dean for four years and Tutor for seven. During his tenure at King's he was also University Curator in Zoology for some ten years. Dr. Cooke has taken a keen interest in the administration of education in Hertfordshire, and he is the author of several Greek texts.

DR. COOKE is to be succeeded at Aldenham by Mr. Harvey Mortimer Beck, who has been, except for a brief period, an assistant master at Aldenham since 1893. Mr. Beck is an old Etonian and a scholar of King's College, Cambridge. He obtained First Class Classical Tripos in 1890, and prior to his appointment at Aldenham was an assistant at Loretto School.

THE death of Mr. Owen Owen, formerly Chief Inspector of the Central Welsh Board, has removed a famous pioneer of Welsh education. During the first twenty years of the Intermediate School System, Mr. Owen acted as chief educational

adviser to the Board, and the characteristics of Welsh Intermediate Education must be attributed mainly to his foresight, advice, and capable organization. He has earned the great admiration and deep approbation of Welsh teachers by his life's work, and his name will always occupy a prominent position in the history of Welsh education.

MR. CLEMENT WEBB, Fellow of Magdalen, who is to be the first occupant of the new chair of Christian Philosophy founded by Dr. Nolloth at Oxford, is a younger son of Prebendary Webb, a late vicar of St. Andrew's, Well Street. He is also a grandson of Dr. Mill, whose work on "The Mythical Interpretation of the Gospels" is still a standard authority. Mr. Webb was educated at Westminster School and Christ Church College, and will now become an *ex officio* Fellow of Oriel College.

IT is announced that the Coalition Unionist prospective candidate for the Windsor division at the next General Election will be Mr. A. A. Somerville, of Eton College. Mr. Somerville has had more than thirty-two years' experience in teaching at Wellington and Eton, and was a house master for some fifteen years. He has been for long a prominent and active worker in education. He was one of the prime movers in the inception of the Endowed Schools (Masters) Act, 1908, and the establishment of the Teachers Registration Council, the success of these measures being largely due to his personal influence and knowledge of educational matters. He has been chosen president of the Assistant Masters' Association on three occasions—1907, 1911, and 1916; and is a governor of the Imperial Service College, and a member of the Teachers Registration Council, the Secondary Schools Examination Council, and the Federal Council of Secondary Schools Association.

MR. W. G. CRAIB, who has recently been appointed by the Crown to the Regius Professorship of Botany in Aberdeen University, which was rendered vacant by the regrettable death of Prof. Trail, has had a long and varied experience with the botany of India. Formerly superintendent of the Calcutta Botanic Gardens, he became an assistant at Kew, and lately has been lecturing on Indian forestry under Prof. Balfour at Edinburgh.

MR. R. S. KINDERSLEY is retiring from his position as assistant master at Eton, after thirty years' strenuous work. An old pupil of Clifton College and an Exhibitioner of Exeter College, Oxford, he graduated with Second Class Classical Mods. in 1879, and Third Class Lit. Hum., 1881. He was appointed at Eton after six years' service at Radley College. He has been a well-known rowing man, and an International Rugby player at Eton; he has taken a great interest in both forms of sport, and for several years coached the Rugby fifteen. For some years Mr. Kindersley has been in residence at "The Timbralls."

THE Northamptonshire Education Committee have appointed Miss Annie P. Martin to the head mistressship of the County High School, Brackley. Miss Martin was formerly head mistress of the Tollington High School, Muswell Hill.

MISS ETHEL HUTCHINGS, of the Aske's Hatcham Girls' School, has been appointed head mistress of the Barnett School, Hampstead Garden Suburb.

THE death of Mr. F. H. Rawlins, Vice-Provost of Eton since 1916, will be deeply regretted by all old Etonians. Mr. Rawlins entered Eton as a collegier in 1862, and his school career was one of uninterrupted success. He was Newcastle Medallist in 1869 and Scholar in 1870, when he entered King's College as an Eton scholar, and, after being Browne Medallist for three successive years, was bracketed with Dr. Walter Leaf as Senior Classic and for the Chancellor's

(Continued on page 280.)

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Medals. He was elected a Fellow of King's in 1875, and in the same year returned to Eton as an assistant master. In 1895 he accepted the Lower Mastership, and in 1916 gave up teaching on being appointed Vice-Provost. Mr. Rawlins was a fine classical scholar and an admirable teacher. He will be especially remembered as a man who was devoted to the service of the school, abilities which would have gained him prominence in other walks of life.

* * *

THE death is reported of Prof. Lapworth, the eminent geologist, who was for many years a member of the staff of Mason's College and afterwards of Birmingham University. Prof. Lapworth began his teaching career at Galashiels, where he first studied geology. In 1870 he was appointed on the staff of St. Andrews University, where he remained until he went to Birmingham. Under his leadership, the chair of geology at Birmingham became famous, and on his retirement in 1913 the council of the university passed a resolution recording the fact that the geological surveys of the Empire owed some of their methods to the genius of Prof. Lapworth, whose name was of more than European reputation. ONLOOKER.

TOPICS AND EVENTS.

VACATION TERM FOR BIBLICAL STUDY.—The Eighteenth Vacation Term for Biblical Study will be held this year at Oxford, from July 31 to August 14. The inaugural address will be given by the Rev. Dr. W. Lock, Lady Margaret Professor of Divinity, on "The Bible." The following courses of lectures have been promised:—First week: "The Book of Genesis," by the Rev. Dr. G. W. Wade, and "The Roman Empire in the First Century," by Miss Alice Gardner. Second week: "The Epistle to the Romans," by the Rev. R. G. Parsons, and "The Doctrine of Free Will in the Bible and in Christian Theology," by the Rev. Dr. H. Maurice Relton. Lectures have also been promised by the Rev. Dr. G. Gray, the Rev. R. H. Lightfoot, and the Rev. Dr. C. F. Nolloth. Hebrew and Greek Testament readings will be held throughout the term. Further particulars may be obtained on application to Miss Elizabeth Lawder, Secretary, 25 Halifax Road, Cambridge.

SHORT COURSES OF INSTRUCTION FOR TEACHERS IN SECONDARY SCHOOLS, 1920.—The Board of Education have made arrangements for a number of short courses of instruction for teachers in secondary schools, which will be held in the summer. Admission to these courses will be open to teachers who are employed in secondary schools recognized by the Board as efficient, and some places will also be available for teachers employed in training colleges recognized under the regulations for the training of teachers. The courses for which preliminary arrangements are now in progress are as follows:—At Oxford—English, history, geography, and Latin (for women only); at Cambridge—English (for women only), botany, scripture, and mathematics; at Durham—French, geography, mathematics, and history; at London—French (for women only), music, and drawing; and at other centres to be arranged—physics and chemistry. Teachers who desire to attend any of these courses must obtain a form of application from the head of their school or college, and send it in duly completed to the Secretary, Board of Education, before May 15, 1920. The courses will probably commence on July 30, with the exception of the music, Cambridge English, and London French courses, which will commence on August 16, 19, and 24 respectively.

YORKSHIRE SUMMER SCHOOL OF GEOGRAPHY.—The headquarters of the Yorkshire Summer School of Geography will this year be the County School, Whitby. The object of the school is to provide theoretical and practical instruction in the methods of geography, and to furnish opportunities for the discussion of problems connected with the teaching of the subject. Yorkshire, which is sufficiently diversified in structure and in historical and economic development to provide students with many types of geographical problems, has been chosen as the special subject of the course. The course will consist of lectures, laboratory work, field work, and demonstrations. Lectures will begin on August 2, and the course will end on August 21. The laboratory work will include map-reading, methods of map-enlargement and the making of relief maps. The field-work will comprise plane-table and contour work. Methods applicable to school work will be adopted. The staff of teachers will be large, in order that in laboratory work the students

may receive individual attention. Among the lecturers will be Prof. Kendall (Professor of Geology in the University of Leeds), Dr. A. Gilligan (Lecturer in Economic Geology), Mr. C. B. Fawcett (Lecturer in Geography), and Mr. W. P. Welpton (Lecturer in Education in the University of Leeds). The charge for admission to the course of instruction is £3. 3s. Applications for tickets should be made, with remittance, to the Secretary of the Yorkshire Summer School of Geography, The University, Leeds.

INFORMATION RESPECTING PRIVATE SCHOOLS.—The Board of Education direct the attention of head masters, head mistresses, governing bodies, and proprietors of schools and educational institutions to their duty, under the Education Act 1918, to furnish to the Board the name and address and a short description of the school or institution. Those private-school authorities who have not yet supplied the prescribed information should at once apply for a copy of the prescribed form (Form 451 G) to Board of Education, South Kensington, London, S.W.7, to which address it should be returned not later than May 15, 1920, after being duly filled in.

LEAGUE OF NATIONS UNION.—The League of Nations Union have arranged a Prize Essay Contest, in co-operation with the American School Citizenship League, and it is open to both English and American schools. Prizes of £15, £10, £5, to be known as Seabury Prizes, are offered for the best essay on the following subject: "The most effective Method of Securing Co-operation as against Competition between Nations." The competition is open to all pupils under eighteen years of age on June 21, 1920, attending any educational institution. Essays must reach League of Nations Union, 22 Buckingham Gate, S.W.1, not later than June 21, 1920. Essays must not exceed 5,000 words, and must be written on one side only of the paper. They should have the writer's name and school and home address. Essays should be sent to and all inquiries made from the Education Section of the League.

FOOD EDUCATION SOCIETY.—This society, formerly known as the National Food Reform Association, is arranging a United Kingdom Conference on the Prevention of Diseases of the Teeth, at the Albert Hall, Manchester, from May 13 to 15 next. A large attendance of members of local authorities, medical and dental practitioners, nurses, educationists, heads of schools and other institutions for children, adolescents, and adults, and of social workers, is anticipated. The subject will be treated in a popular rather than a technical manner. Applications for tickets should be made to the Hon. Secretary, at Danes Inn House, 265 Strand, London, W.C.2.

PHYSICAL AND MENTAL DEVELOPMENT.—In their draft consolidated regulations relating to the special services of elementary education (other than nursery schools) for promoting the healthy physical and mental development of children, the Board of Education have brought within the scope of a single publication their various regulations which deal with (a) medical inspection and treatment of children attending public elementary schools; (b) provision of meals; (c) schools for blind, deaf, defective, and epileptic children; (d) organization and supervision of physical training in public elementary schools; (e) evening play centres. The expenditure of local education authorities on all these special services is now taken into account in determining the single grant payable under the Board's regulations for the substantive grant for elementary education. The issue of this single volume of regulations has a wider significance. The Education Act, 1918, and the Ministry of Health Act, 1919, both embody in different ways the important principle that measures, whether local or central, for promoting the healthy physical and mental development of children and of the population generally, must, if they are to be truly effective, be closely co-ordinated and their development promoted under the stimulus of a common policy. The Education Act, 1918, also emphasizes the essential interdependence of mental and physical welfare. The services dealt with in these regulations each have their contribution to make towards promoting the healthy physical and mental development of the school population, and in their administration their close interrelationship needs constantly to be recognized.

LIBRARY FOR DEAF EDUCATION.—In connexion with the Ellis Llwyd Jones Lectureship for Training Teachers of the Deaf, recently established at the University of Manchester through the benefaction of Sir James E. Jones, the Carnegie United Kingdom Trust has granted to the University the sum of £2,500 for the

(Continued on page 282.)

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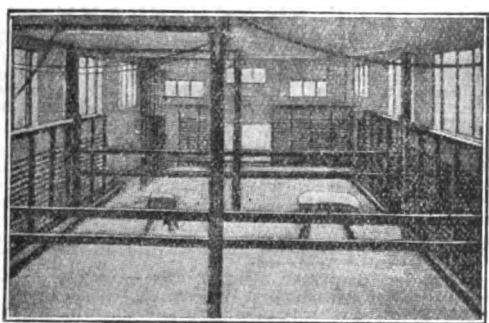
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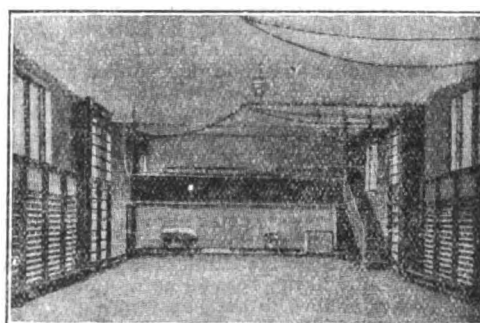
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foundation, and maintenance of a Library for Deaf Education. It is intended to make this library as comprehensive as possible, and to include in it works dealing with the various systems of teaching the deaf, speech training, psychology of speech and of hearing, phonetics, acoustics, anatomy, physiology, and diseases of the ear. The books are to be available to all individuals, societies, and institutions throughout the United Kingdom interested or concerned in the education and training of the deaf, and they are now ready for consultation and borrowing. No charge, beyond the cost of carriage, is made for the loan of books, but intending borrowers are required to fill in a form of application, to be obtained from the Librarian, Library for Deaf Education, The University, Manchester.

COLLEGE OF TEACHERS OF THE BLIND.—This college was established thirteen years ago, under the presidency of the Duke of Portland, to promote the training of teachers of the blind, to raise their status, render them more efficient, and at the same time to heighten the tone and character of the instruction of the blind generally by thorough examination of their teachers on a special course, and by a fully accredited body. 167 candidates have been examined and certified since the foundation of the college, and at the last examination eleven candidates took the diploma with honours. Practically all teachers are eligible to sit for examination, and the subjects include theoretical and practical knowledge of Braille, arithmetic for the blind, the practice and theory of education as applied to the blind, together with one other subject, to be selected by the candidate from a list ranging from infant teaching to typewriting, Braille shorthand, woodwork, &c. It is probable that some teachers may like to join the ranks of certified teachers of the blind, and it would be advisable for these to pay a visit to a local school for the blind, where they could gain a good idea of the special methods adopted by teachers of the blind. Such teachers should communicate with the honorary registrar, College of Teachers of the Blind, c.o. National Institute for the Blind, 224-6-8 Great Portland Street, London, W.1, from whom full particulars and a syllabus of examination can be obtained.

FOREIGN AND DOMINION NOTES.

FRANCE.

We ask forgiveness if we refer to ancient history. In August 1918, there was placed on the Statute Book an Act, to be cited as "The Education Act, 1918," which professed to aim at "the establishment of a national system of public education." For such a system the important element to be supplied was the continuation school. Kings have fallen since then, the governance of vast regions has been transferred, there have been revolutions and far-reaching economic changes, but *not a single continuation school has been established under the Act*. It is true that the local education authority of London is moving; but, whereas the people looked to the Board of Education to give impetus to continuation, the Board stand inert and flabby, and murmur feebly, "Push me on!" The issue in England is: Shall the Board of Education be allowed still to await impulse after having been for nearly two years enabled to impart it? France is alive to the importance of continuation and, as we have related, the Viviani Continuation Bill is to be revived as the Dessoye Bill. Private initiative in some districts is anticipating State action. Thus at Mayenne, thanks to co-operation between the Municipality and the heads of industry in the town, there have been organized since November, 1919, *cours d'apprentis* for boys and girls. These courses are compulsory, an attendance book being signed both by the teacher and by the foreman of the works. Every Saturday afternoon from 1 o'clock to 4—the hours being in their working day—the "young persons" are at school. The boys, employed mostly in machinery works, receive instruction distributed thus:—General education, 30 minutes a session; drawing, 1 hour 30 minutes; technology, 40 minutes; arithmetic, geometry, or book-keeping, 20 minutes. The girls, many coming from printing works, are taught, in particular, orthography, the use of capitals, and how to read manuscript. What France can do sporadically, England could do universally, if only there were time-sense and propulsive energy in Whitehall. The President of the Board of Education talks little now of con-

(Continued on page 284.)

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tinuation, but much of "a broad path from the elementary school to the university." We would not narrow that path by an inch. But Mr. Fisher must know, as well as we know, that the just breadth of it depends on the number of wayfarers who are capable of profiting by what is offered at the end of the journey. We want provision for those cast out on the way.

The *Bulletin* of the Ministry of Public Instruction, being concerned chiefly with administration, does not pretend to be witty or even vivacious. But the latest issue (No. 2415) that we have received contains matter of some general interest. A circular bade teachers remind their classes on March 13 that this is the centenary year of the publication of Lamartine's "Premières Méditations poétiques." "The opening of one of the most fertile and glorious periods of French literature and art, the reawakening of public sensibility, the appearance of a great idealist whose influence was to run through all the century and to quicken repeated struggles of the French people for moral and social progress—these are the essential facts to be associated with the date 1820." Another circular relates to the teaching of contemporary history. *Professeurs d'histoire* are not bound to confine themselves strictly within the limits laid down in 1902; after having reviewed the internal history of the various European States, they may add a short lesson on European politics since 1871, but they must not attempt to expound the complex diplomacy of the period, nor relate the still unwritten history of the war 1914-18; whilst of the Peace of Versailles it was enough to consider the effects in connexion with geography. We observe that in the Bavarian Landtag Herr Hilpert (Middle Party) has been proposing that a copy of the Peace Treaty should be handed to every child leaving the elementary school; so that Nationalism may be kept alive—we assume, by means of hate. In the same number of the *Bulletin administratif*, a decree fixes improved salaries for the technical and administrative staff of the Direction des recherches scientifiques et industrielles et des inventions. An assistant director is to receive 22,000 francs; *chefs de service*, from 14,000 to 18,000 francs, according to class; and *chefs de section*, from 11,000 to 14,000 francs. The necessity of increased payment for university teachers and scientific investigators is growing urgent in many lands; albeit, that such men are not likely to "down" telescopes or let crucibles grow cold.

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GERMANY.

The *Putsch*, or Bogus Revolution (how Heine would have jeered at it!), the General Strike, the French advance —on these lively themes we may not expatiate. Here a pedagogic journal delayed its appearance, there an educational conference could not be held. But the general situation, so far as our business is affected, remains unchanged. The establishment of a *Grundschule*, or basic elementary school, having a four years' course and designed for all children, is the chief immediate object pursued and forms the subject of *Das erste Reichsschulgesetz*, or first Imperial School Law; of which the text has now been published. The New Constitution, be it observed, gives to the *Reich* a large competence in education, which should prove henceforth a unifying force in Germany, counteractive of particularist tendencies. The training of teachers, hitherto a local; has become an Imperial concern.

The academies of Berlin, Göttingen, Heidelberg, Leipzig, and München have petitioned the National Assembly to provide a sum of at least three million marks for the promotion of science and culture. The sum would be applied to the purchase of foreign scientific journals, and to the publication of important German scientific monographs. Still more urgent than these objects, as it is pointed out, is the continuation of vast enterprises which must fail without State aid—the German Dictionary of the Brothers Grimm, the "Thesaurus linguae latinae," and the great Septuagint undertaking. English academies and scholars should find means of assisting the continuance of the "Thesaurus," in particular. It were ill that learning should suffer from the shafts of war.

UNITED STATES.

Anzacs, waacs, wrens—we like what is named, but not the names, and once more we protest against the fashioning of monstrous words from initials. In France the abuse is surviving the war, and *instituteurs cégestistes* are teachers desirous of joining the C.G.T., or Confédération Générale du Travail. America, if the *English Journal* (IX, 2) represents it, seems disposed to do a little weeding and spraying in the garden of English, directing her attention not only

(Continued on page 286.)

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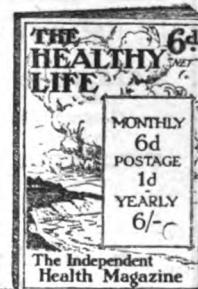
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to war products, but also to other growths. A writer in the *Journal* fails at some "Stunts in Language." The absurd *suffragette* has given birth to *officerette*, *chauffrette*, and *slackerette*. The disease *appendicitis* is responsible for *golfitis* and (the to us obscure complaint) *flivveritis*. At Washington a school which prepares for civil service examinations calls itself "The Drillery"; whilst a newspaper at Minneapolis has complained that the local baseball team is "on the skiddy"—surely an inelegant form of decline. To *travelogues* have been added *buzzologues* and *chatologues*; the war popularized the German *Fest* (e.g. *Ananiasfest* and *gossipfest*); and, as in England, witlings made play with the Russian *-ski*. Business English is also attacked by the American journal; this, for example: "Yours of the 5th instant at hand; in reply to same, beg to state. . . ." Merchants in the United States are themselves asking that schools should teach correctness of speech, and should give the pupil a larger vocabulary. We long ago urged English traders to double their profits and halve the tale of their lawsuits by writing English; they may soon have to compete with the Americans, not only in supplying the markets of the world, but also in the graces of commercial style.

A noteworthy mark of progress in the United States is the increasing attention that the universities are giving to education. To Harvard in 1891 far-seeing President Eliot called Prof. Hanus to lecture on the History and Art of Education. Courses on these subjects were then organized by a Division of the Faculty of Arts and Sciences. Now there is being established a well endowed Graduate School of Education with a separate Faculty which will recommend for the degrees of Master and Doctor. Yale, too, is developing a strong Graduate Department of Education, and has appointed a Professor of School Administration. From Chicago it is reported that "City superintendents, principals, and supervisors are returning to the university in growing numbers each year to work for higher degrees" (*School Review*, xxviii, 3). In order to meet their demands the University of Chicago has made new arrangements for the intensive study of educational problems, and students will be encouraged to investigate such matters as School Surveys, School Buildings and Equipment, Financial Administration, as well as more abstract questions. Chicago offers a course on "The Improvement of Teaching through the Use of Tests," and last year the University of Indiana held an important Conference on Edu-

cational Measurements. Indiana has been showing how mental tests can be employed to assist the selection of clerical helpers in factories. We ask that English universities should either discredit the Tests or do what Chicago and Indiana do—teach the use of them. Yet something, we know, has been achieved.

These tests are the objects of increasing, not diminishing, interest in the United States. Thus *Education* (Boston, XL, 7) publishes articles on "The Purposes and Methods of Psychological Tests in Schools and Colleges," "The Educational Significance of the Army Intelligence Tests," and "The Place of Psychological Tests in the Admission of Students to College." The old examination paper sought to discover what the candidate knew of certain subjects; the new inquiries are directed to the strength and range of his natural endowment. There is a danger in laying undue stress on capability; nor is a gift for music equivalent to skill in playing the violin. We must still probe knowledge as well as power, lest effort should lack encouragement; and the dull lad whose attainment equals that of the brilliant deserves, perhaps, the greater recognition, as exhibiting evidence of *character*. Again, it is difficult to see how the highest gifts are to be measured, such as humour and imagination. At a public school in England a teacher, discussing some essays on "Wild Flowers," remarked that a wild flower shrinks and shows resentment when it is plucked. A boy near the bottom of the form said: "I know; when you pluck a poppy it foams at the mouth." That was imagination. Pray show us a measuring rod for imaginative power.

That remarkable Rockefeller foundation the General Education Board, according to its latest annual report (dated February 29) appropriated last year to colleges and universities 1,675,000 dollars towards a total of 6,375,000 dollars, raised as to the remainder by themselves. For the purposes of experimental education it contributed to Teachers College for the support of the interesting Lincoln School, New York, which is seeking tentatively "to construct a liberal curriculum, deriving its material from the world in which the student lives," the sum of 115,000 dollars. State school surveys were conducted by the Board, clinical teaching in universities assisted, and secondary and rural education in the Southern States promoted by means of liberal subsidies.

The General Education Board.

(Continued on page 288.)

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INDIA.

The Government of India's Resolution on the Report of the Calcutta University Commission, 1917-19, has been published. After a summary of the chief sections of the Report, the Resolution proceeds:—"It is necessary that the Government of India take early action regarding those recommendations which directly affect the University of Calcutta, since that university forms the immediate subject of the Commission's investigation and (until the measure which the Government of India now propose passes into law) remains the special care of the Governor-General in Council and of the Governor-General as Chancellor. Other administrative matters, including the future organization of secondary and intermediate education in separation from the university, will appropriately be decided by the Government of Bengal. The concern of the Government of India is the passage of the legislative measures requisite for giving effect to the main recommendations of the Commission regarding the reconstitution of the University of Calcutta and the incorporation of the University of Dacca. The second of these proposals is intended to set up a new type of university in Bengal, which may possibly be the precursor of other universities of a similar nature in that Presidency and elsewhere, and to relieve the University of Calcutta of some small portion of the heavy burden which it now sustains. The legislation to that end has already been introduced in the Imperial Legislative Council. As regards the University of Calcutta, it is the intention of the Government of India to publish and place before the Imperial Legislative Council a measure based on the lines indicated in the remaining portion of this Resolution. The Government of India propose to publish the text of the Bill as soon as possible." There follow outlines of the Bill projected.

Science nowadays receives much attention in India. *The Educational Review* (Madras, xxvi, i) contains a long illustrated article on "The History of Laboratory Chemistry." Early in the year the

Indian Science Congress met at Nagpur under the presidency of Sir Prafulla Chandra Ray, who discoursed on the history and present situation of science in India. Of old, he said, the Hindu was metaphysical and speculative; Britons such as John Mack and O'Shaughnessy awakened enthusiasm for chemistry; Kanailal Dey was the first Indian to acquire fame as a pharmacologist, and from 1895 there began for Bengal a period of original contributions to science; henceforth progress in scientific knowledge—a progress long retarded by the general lack of education—was essential to the economic development of India and to an Indian renaissance. The University College of Science, Calcutta, has been a source of inspiration for Indian students, but it lacks funds. In general, State aid for science is one of the chief requirements of India.

In Bihar and Orissa, says the Report for 1918-19, educational progress was hampered by influenza, plague, smallpox, scarcity, and high prices—a goodly catalogue of evils. The number of public institutions and of pupils in them decreased; but secondary schools and arts colleges showed some growth. An important measure of the year under review was the passing of the Bihar and Orissa Primary Education Act. This Act authorizes municipalities and unions, subject to certain conditions, to make education compulsory on all boys ordinarily residing in the area under their jurisdiction.

ORANGE FREE STATE.

The Education Report states that the year 1918 was a strenuous one. The epidemic of Spanish influenza, dearth of buildings, scarcity of, and a feeling of unrest among, teachers, depleted school staffs, and uncertainty as regards the future composition of the administrative staff rendered administration more difficult than usual. Yet steady progress was maintained. The number of pupils showed an increase of 2,626 for the year; there were more public schools at work, and fewer aided or private schools; five additional hostels were opened for the accommodation of children; and a much larger number of children were conveyed to schools at a distance from their homes. Education in the Province suffers from the frequent migrations of teachers. The matriculation examination continues to be the lodestar of the young in secondary schools; but the Education Department is seeking to divert from it those who have no prospect of continuing a literary education, and to turn them to some practical course. Day continuation classes are proposed at Bloemfontein. One of the inspectors inveighs against homework for the pupils of primary schools. Homework is a subject on which we deprecate the laying down of any universal law, since to abolish it would be in some cases foolish or even criminal.

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MODERN LANGUAGES AT THE FIRST
SCHOOL EXAMINATION.

By WALTER RIPMAN.

THE modern language tests at the First School Examination are intended to ascertain the amount of knowledge that may be acquired under normal school conditions after four to five years' instruction in the first foreign language studied (almost without exception French) and after two to three years' instruction in the second (German, and sometimes Spanish; other modern languages rarely).*

There must be a test of

(a) the power of understanding the printed and spoken word, especially the former; if our teaching fails to equip our pupils with ability to read ordinary books fluently and intelligently, it is a failure, and no amount of colloquial knowledge (the importance of which has in recent years been over emphasized in certain quarters) will make up for any weakness in this respect;

(b) the power of expression in writing and speaking.

I shall also deal (c) with the question what separate test (if any) there should be in grammar, and whether there should be any test of a knowledge of literature, history, life and ways, &c.

In considering the nature of the tests to be applied, we must bear in mind certain limitations: shortness of time available and expense; and we must always ask ourselves whether any particular form of test would react unfavourably on the previous teaching of the candidates and (if the test be

* If adequate time (five periods a week in the first two years, four periods later) is assigned to the second foreign language, there need be no great difference in standard between it and the first foreign language. In one of the recognized "first examinations" it is possible to take, in addition to the full examination in one language the test in unseen translation only in the other.

otherwise valuable) how such attendant dangers may be minimized.

Should the tests be only oral, or only written, or both? A purely oral test might doubtless give satisfactory results, but only if the candidates were interviewed individually, at some length, and by highly qualified and sympathetic examiners. Consideration of the time and the expense involved shows that such a test is not practicable. Again, modern language teachers rightly object to an examination on paper only, which leaves out of account the oral work to which they attach importance.

(a) The tests of understanding the printed and spoken word should consequently be both oral and written.

Conversation is one means of showing that the oral word is readily understood; another is dictation in the conventional spelling. At this stage dictation should be given by the teacher of the candidates, not by the external examiner, as they are then more likely to do themselves justice. While dictation of the usual type is to be regarded mainly as a test of understanding the spoken word, it also serves to show acquaintance with "paper grammar," i.e. such grammatical features as exist only in the written language (e.g. "*la plume que j'ai achetée*," "*la maison que j'ai vue*").

It may be of interest to know that the latest regulations for the London General School Examination allow candidates to render the dictation either in the conventional spelling or in phonetic script. The latter form of dictation tests exclusively the power of discriminating the foreign sounds and of recording them accurately: it does not ensure that the meaning has been grasped.

As regards the written test, it may be suggested by unpromising supporters of the Direct Method that it should be in the foreign language only, a passage being given, and questions set on it to ascertain whether the meaning has been understood. It is, however, extremely difficult in this way to make sure that the finer shades have been appreciated; and one of the grave dangers of pure Direct Method work is contentment with a loose, approximate understanding of the text. A more thorough test is undoubtedly to be found in translation. This is, to be sure, "anti-direct," but it need not entail so much preparation as some teachers seem to think, if the passages set are well chosen. At this stage it is not a question of really artistic translation; but I must hasten to add that, though the language of the rendering may be simple, it must be good. Modern-language teachers sometimes maintain that good English style is not their concern, but that of the English specialist, which is, in a sense, true; but the fact remains that inability to render into adequate English implies inadequate comprehension.

It is now generally agreed that the passages for translation should be unprepared. When books are prescribed there is interference with the teacher's liberty of choice; and conscientiousness in preparing set books may lead to the neglect of all other reading. It may be urged, on the other hand, that preparation for unseen translation may limit the reading to snippets. Collections of these are available; and, while they may serve to increase the vocabulary, they have a deadening effect, because the constant change of subject is distracting, and the uniform difficulty affords no relief. A continuous text is bound to contain pages the reading of which is easy, and hence gives a pleasurable sense of achievement; it will unroll the fate of characters that interest and lend themselves to discussion; it may convey some idea of artistic structure. There are means at the disposal of the inspecting and examining authorities for making sure that continuous texts are read; and teachers may be comforted by being told that the copious reading of continuous texts is quite the most effective method of preparation for a test in unseen translation. The pupils must be taught to love reading, and be provided with plenty of suitable books.

In setting passages it is a mistake to think that the vocabulary should be difficult. If a passage, otherwise suitable, contains words likely to prove unfamiliar, renderings of these should be supplied or, better still, simpler words should be substituted.

While the passages should be mainly in prose, it is desirable that some verse should be included, as otherwise verse may have no place in the pupils' reading; but the choice of suitable verse is by no means easy, especially in French. The Investigators of the School Examinations Council* rightly lay down that the verse should be "of narrative type and, as far as possible, self-contained," and that "sentimental or introspective pieces should be avoided."

(b) The power of expression in writing and speaking should also be tested both orally and in writing.

Reading aloud from a text that has been read in class or from an unseen text serves mainly to test pronunciation. It must be supplemented by conversation on simple topics. In schools where the level of the teaching is high, or in the case of exceptional pupils, the conversation may become more ambitious.

That the written test should consist exclusively of free composition has been earnestly argued by some prominent reformers who maintain that translation from English at this stage is harmful, and they have persuaded the authorities of the Cambridge Senior Local Examination to institute an alternative test in French, with free composition, but no translation, into French. Now, I am the last person to undervalue free composition, but I cannot close my eyes to certain difficulties that arise in connexion with this test. In the first place there is a tendency, encouraged by bad examining, to cram the pupils with "tags," and by "tags" I do not mean, for instance, the conventional forms for opening and closing letters, but passages and incidents memorized with a view to their introduction whenever an opportunity presents itself. Further, examiners tell me that, while there is no difficulty in assessing the best and weakest work in free composition, it is often difficult to mark the intermediate productions on account of uncertainty as to whether the candidate is really "composing" or is reproducing from memory. Differentiation, however, is of importance in this kind of examination because the examiners have to determine not only whether a candidate passes or fails or gains distinction, but also whether he deserves the credit mark or not—i.e. whether he is in the second or the third class (failures being in the fourth class). Lastly, the setting of subjects for free composition is by no means easy. Examiners often show a strange lack of imagination and discretion. Not to mention such subjects as "Napoleon," "Serbia," "Capital Punishment," and "Alcoholism," which have at various times been proposed to me, I shall refer only to subjects set at various examinations last summer—e.g. "Un Incendie," "La Paix," "Dogs and Cats," which afford insufficient suggestion for treatment; or hackneyed subjects such as "Describe all you have done since getting up this morning"; or "Les Fils de Guillaume le Conquérant" and "Sir Walter Raleigh" (where the single subject, "An Imaginary Conversation between William the Conqueror and Sir Walter Raleigh," would have been much more interesting); or "Une Journée pluvieuse à la Campagne" (where ignorance of *pluvieux* may frighten off the candidates). When a mere subject is set it is at this stage best to ask for a simple narrative (within the candidate's sphere of interests and experiences) or a dialogue.

The Investigators refer to other forms of free composition. In some examinations a story is read out (in English or the foreign language) and the candidates are supplied with a summary (also in either language); as they say, this is a test of memory, and not strictly free composition. Or a summary only is supplied. The headings may be in English—and on this they offer no comment—or the summary may be in the foreign language, which "some candidates regard as a missing-word competition, and many think it their duty to incorporate all the headings verbatim in some part or other of their essay." This form, however, the Investigators recommend if "the briefest possible" headings are given. I prefer the headings to be in English.

* They will subsequently be referred to merely as "the Investigators." The Report on Group II (Foreign Languages) has now been issued by H.M. Stationery Office at 4d. net.

One other form of free composition may be mentioned that has given good results: a narrative based on a series of three to six pictures that tell a story, after the manner of some of Haselden's cartoons.

The free composition must be regarded as mainly a test of vocabulary, idiom, style, &c., and only secondarily as a test of grammar. This will explain the following suggestion as to marking free composition, almost as difficult a task as the marking of English essays. Experience shows that marking simply by impression leads to wide divergencies among examiners; some standardization seems essential. I suggest that, if 20 be the maximum for a free composition, marks should be assigned as follows:

Standard.	Vocabulary, &c.	Grammar.
A (Excellent) ...	12 ...	8
B (Good) ...	9 ...	6
C (Fair) ...	6 ...	4
D (Weak) ...	3 ...	2
E (Worthless) ...	0 ...	0

Almost perfect and altogether worthless work is rare, and there is no difficulty in recognizing it. It only remains to establish standards as to what may be considered Good, Fair, or Weak, and a little practice soon renders that easy.

One reason why excessive stress should not be laid on grammatical accuracy in the free composition test is that the mediocre but cautious candidate can avoid difficulties. He can write a free composition without a subjunctive or a participle or a personal pronoun as object.

In translation from English into French difficulties have to be faced. The candidate cannot render correctly "It is the oldest house I have seen," or "The more I saw of him the better I liked him," without giving evidence of some practical knowledge of grammar. This test is indeed to be regarded as primarily a test of grammar, and to a smaller degree as a test of vocabulary. It is a common mistake to set too hard an English passage, the reason often being that the examiner seeks for a passage in books. It is much wiser for him to construct such a passage himself, and it may well be a continuation of a narrative begun in one of the passages for unseen translation.

A pupil who, after five years' teaching, is incapable of rendering a piece of simple English into French has been badly taught, and the amount of preparation required is so slight that it cannot be regarded as a disadvantage that counterbalances the great value of this test.

(c) Should there be questions on grammar? Few modern language teachers will desire the reintroduction of the old type of crude grammar question—"Give a list of the words in *-al* that do not form their plural in *-aux*"—which still flourishes in many papers set by our classical colleagues. Questions in applied grammar are also unnecessary; they were in great favour for a time, but often degenerated into puzzles owing to the quite laudable desire of examiners to be original, which, however, often led to eccentricity. There is, however, a valuable test that may form part of the oral examination: the candidates are asked questions on accident (also word-formation and vocabulary), and the quickness of response is noted. It is quite a trustworthy indication whether the candidate has a ready command of his knowledge.

To ask questions on literature and history appears to me to be premature at this stage. The First School Examination is primarily a pass examination, and not a test of exceptional ability. The average candidate from the average school cannot be expected to have acquired much literary and historical knowledge. Where the examiner knows the teaching to be very good, or recognizes exceptional gifts in a candidate, he may well exceed the usual limits of the oral test, as has been suggested above; as a rule he will not go beyond, let us say, questions about the characters in the text read, or a question, e.g., as to the century in which its author lived.

It may be profitable to add some remarks about *marking*. As the Investigators suggest, about equal marks should be (and in practice are) assigned to (a) understanding and (b) ex-

pression. The oral test is treated variously in our examinations; it is marked quite separately, but is taken into account in the case of pass-or-fail border-line candidates; or the marks for dictation or for the complete test are added to those obtained in the written test; or success in the oral test counts towards distinction.

The methods of marking vary considerably according to present practice. There are:

(i) marking by impression (some times rather awkwardly called "constructive" marking). This may refer to a whole piece (but this gives too much scope for discrepancies among examiners) or to sections of a piece to each of which a maximum mark is assigned; or it may be standardized in the manner suggested above for the marking of free composition.

(ii) Destructive marking. Here either one mark is deducted for every mistake, whatever its nature may be—a very rough and unsatisfactory method; or full and half (and quarter) mistakes are deducted. This may to some extent be supplemented by impression marking, a bonus consisting of a few "grace" or "merit" marks being added at the discretion of the examiner.

It may be well to record the opinion that where the same mistake is made several times it should not be counted as a mistake more than once; that candidates should not be penalized for consequential mistakes (e.g. the use of *elle* referring to a noun that has wrongly been made feminine); and that no marks should be deducted for mistakes in English spelling. On the other hand, in translations from the foreign language poor English should lead to a deduction of marks—as it should in every other subject. Something is also to be said for taking off a limited number of marks for bad handwriting—a piece of anti-social viciousness that deserves the severest condemnation.

In conclusion, we may recognize with satisfaction that there seems to be fair agreement as to the nature of the test in modern languages at the First School Examinations. At the outset of their very valuable report, the Investigators disclaim any desire to see all modern-language papers "reduced to a rigid type," and then—the one humorous touch in their sober investigation—proceed to lay down exactly what form they should take. In their opinion, the test should contain passages for unseen translation (one or two prose and one verse); a passage for translation into the foreign language; free composition, one subject only, with the briefest possible headings; and an oral test. No set books; no questions on grammar.

This agrees very closely with the opinions I have expressed. I dissent from the view that there should be only one subject for free composition. This appears to be recommended for the sake of uniformity of marking; there is in this case nothing in the argument that a choice of alternatives bewilders the candidate and wastes his time. I believe that we should recognize different types of candidates, with varying degrees of imagination, and should provide accordingly different subjects, some with only slight guidance as to treatment, others with brief headings in English; others, perhaps, based on one of the unseen passages.

The Investigators' conclusions also agree with the general practice of the chief examining bodies recognized by the Board of Education. A few, it is true, are a little backward; in some the oral test is still optional, some retain questions in grammar, some allow a prose unseen as an alternative to the piece of verse. In several cases notice has been given that these features will shortly disappear. It may be taken, therefore, that we are approaching stability in the nature of the papers. Whether the marking is uniformly satisfactory is another question. On the whole, however, it may fairly be maintained that there has been steady improvement in recent years in our modern language examinations of this standard.

THE Board of Education are again this year making grants of maintenance and travelling allowances to suitable teachers to attend approved Summer Vacation Courses in Physical Exercises. Application forms should reach the Board before May 20.

UNIVERSITIES AND SCHOOLS.

LONDON.

The annual report of University College has now been issued. The total number of students for the session 1918-19 was 2,048, an increase of 977 on the previous year. This increase took place after the Armistice, and mainly in January 1919, and consisted almost exclusively of ex-service men. Arrangements were made whereby the ex-service men who resumed work in January 1919 were enabled to complete a full session's work by the beginning of August, and most of them succeeded in so doing. The total revenue of the College for the year 1918-19 was £75,781, of which £26,304 was from fees. The total expenditure was £77,824, causing a deficit of £2,210. This deficit arises from the increase in salaries that has become necessary, and generally from the increased cost of running the College. The report contains a summary of the main work of the year. The student body included 127 members of the American Expeditionary Force and seventy-one members of H.M. Overseas Expeditionary Forces. It also included 253 post-graduate and research workers.

LIVERPOOL.

Secondary schools of every description are full; nine are being built and will be utilized to their utmost capacity, and the demand for secondary education is daily increasing. The proportion of secondary-school pupils who proceed to a university is at least in the ratio of two to one compared with that obtaining before the war. There is little need for wonder that the modern universities in particular are appealing for financial assistance from the public for whose benefit they ultimately exist. The requirements of the Universities of Manchester and of London have been referred to recently in these columns. Liverpool is now asking for a sum of one million pounds. The Advisory Committee on University Grants will no doubt be able to allocate some of the funds at its disposal to the University; but the chairman of that committee has stated that the best argument which the University could bring to bear would be a successful appeal to local support. At a public meeting, presided over by the Lord Mayor, promises and actual contributions to the amount of £200,000 were obtained. At least £500,000 is, however, required immediately. Indeed, the need is so urgent that, although huts have been erected in quadrangles and grounds, open courts roofed over, and even private houses pressed into the service, many students are being turned away. The appeal for new and the extension of old buildings, the equipment of laboratories, and the endowment of chairs is abundantly justified and ought to meet with a liberal response.

GENERAL.

Misconceptions exist as to the constitution and functions of the Burnham Committees. Though in each case authorities and teachers are brought together under the ægis of the Board of Education, their findings are not compulsory. In the case of the elementary-school committee it will still remain for the teachers to insist that the scales shall be uniformly and actually brought into operation, even if, and when, both sides have come to an agreement, which at the time of writing is by no means certain. And it must be borne in mind that the only scale so far published is a minimum.

When Brigadier-General Colvin asked Mr. Fisher, in the House of Commons, whether a national scale for secondary-school teachers would soon be adopted, he was informed that a joint-committee of local authorities and teachers would shortly be constituted. The answer was accurate as to fact; for negotiations, with the Board as intermediary, have been in progress for months past, the teachers' associations had appointed their representatives before Christmas, and the first actual meeting of the committee is expected on May 4. Here, however, the problems to be solved are more diverse than in the case of the elementary committee. Secondary education is given in at least three distinct types of schools: in those maintained and aided by local education authorities; in non-profit-making independent schools, such as those represented upon the Head Masters' Conference and by the Girls' Public Day School Trust; and, finally, by a host of private and preparatory schools. It would seem impossible for the last-named to be represented upon either side of the committee; no organizations exist which could be utilized for that purpose, yet the 1918 Education Act was forced to recognize their existence, requires local authorities to take them into account in drawing up education schemes, and makes provision for their inspection. No salary scales which ignore them can be accurately described as national. The teachers in schools of the second type are represented fully by their associations, but it is not easy to

see how they can be represented upon the employers' side. Now that the County Councils Association have agreed to come in, the first type is fully provided for; but it is well known that that association, fearing the additional expense entailed by higher salaries, desired the Treasury to bear a larger share of the burden, but was met by a refusal. It will not readily agree, therefore, to really adequate scales. In these circumstances no agreed scales are likely to be applicable to all secondary schools, as will be the case with the elementary scales. Moreover, one thing is certain, the teachers' associations will refuse to accept scales which fail to provide a decent livelihood, and if they are forced to do so they will be supported in their action by their members. It is of paramount importance that agreement should be reached.

WALES.

Welsh authorities are face to face with serious financial responsibilities, as the result of the recent increases in salaries and in other forms of expenditure upon education. In Swansea the rate has increased to 6s. 3d., which includes a

rate of about 1s. for improvement in salaries. This authority has drawn attention to the loss which is incurred to the rate-payers by the prolonged delay on the part of the Board of Education in forwarding a sum of about £50,000, which it is claimed is due to it in the form of grant, and a deputation has been selected to interview the Board on the matter. In Monmouthshire the estimated cost of education for the current financial year is £94,660, exclusive of capital expenditure on buildings of £983,000. The higher education rate will be 6½d. in the £, while the elementary rate is equivalent to 4s. 9d., so that the total rate is below that required in the Borough of Swansea. Compared with these figures, the rate in another county area, Montgomeryshire, is low, the total levy on both higher and elementary education being 2s. 3½d. in the £.

In spite of these very substantial increases in educational expenditure, there is still some unrest among the primary teachers, and once again we are threatened with a strike in the Rhondda district. They assert that the scale of salaries which was recently adopted does not compare favourably with that in operation elsewhere, and they sent a request to the Education Committee for a conference on the question. The Committee, however, in view of a general conference of all the authorities in South Wales and Monmouthshire to be convened by the Lord Mayor of Cardiff at some future date, have declined to meet representatives of the teachers. The result of this refusal is that 95 per cent. of the teachers have resolved to send in their resignations as a protest. To the onlooker this action appears to be unduly hasty and unreasonable, because it is far more satisfactory, in view of the present differences between the scales of salaries in different areas, that the whole position should be discussed from a broad outlook, and if the proposed conference of authorities at Cardiff decides in favour of forming Whitley Councils, it is more than probable that any grievances from which the Rhondda teachers may suffer will be speedily adjusted. That the Rhondda authority is not unsympathetic towards the just claims of the teachers is shown by the fact that in 1917 the expenditure on salaries was £108,000, while the present sum is £280,000. If the present demand is conceded it will mean a further addition of £120,000.

In Montgomeryshire the Burnham scale of salaries has been adopted, but a request for a further increase of 15 per cent. has been refused.

One of the schools to which a special grant has been given for educational experiments is the Welshpool Intermediate School, where a highly successful course in agriculture has been developed. This school, being situated in the heart of agricultural Wales, is most favourably situated for embarking on an experiment of this character, and the Board of Education have just issued a full report of the work done, including full details of the curriculum and the time-table of the pupils. The head master, Mr. R. E. Owen, who is responsible for the pamphlet, states that the main object of the staff was to endeavour to find out what the treatment of rural subjects in a real educational sense, apart from their vocational side, involved, and also how to make the teaching of agriculture an instrument of sound education. It is not the purpose of the course to give definite instruction in the technical and manual processes of agriculture, nor to train the pupils to become farmers. The main principle is that the environment and concrete surroundings of the school and the pupil's home should be utilized as far as possible towards their intellectual progress. Courses in physics, modified so as to have definite application to agricultural facts, as well as in botany

Serious
Financial
Responsibilities.

Threatened
Strikes.

Rural
Secondary
Education.

and chemistry, form part of the curriculum, while an attempt is made to "ruralize" other subjects in the curriculum. For example, a distinctly local and rural bias is imparted to the teaching of history, and we are assured that it has greatly stimulated the interest of the boys in the subject. The pamphlet is generally very instructive and should be studied carefully by everyone who desires to know how a course of vocational training can at the same time provide the basis for a sound general education.

Modern Language Association.

Last year it was resolved to form a separate branch for Wales of the Modern Language Association. The first general meeting was held at Barmouth and was well attended. When the Welsh intermediate schools were first established great stress was laid on the oral teaching of French, and we believe that we are correct in stating that it was the Central Welsh Board which was the first examining body to insist on an oral examination in the schools at the annual examination. Modern languages have consequently occupied a strong position in the curriculum of the county schools, and one of the resultant difficulties at the present time is how to give adequate prominence to the teaching of Welsh without endangering the position of French. The policy of the Welsh Department has not been consistent with regard to this question. At one time it seemed to advocate the practical exclusion of French in favour of Welsh, so that to meet their wishes many schools made French alternative with Welsh on the time-table; but its more recent policy is to encourage the teaching of both French and Welsh and to deprecate their being made alternatives. The best solution of this problem has, however, not been found. We refer to this matter in order to show that in Wales there is really an excellent field for the development of a strong Modern Language Association, while the fact that it is a bilingual country makes many interesting experiments in language teaching possible. Mr. Herbert Lewis, M.P., Parliamentary Secretary to the Board of Education, addressed the Barmouth meeting.

Several college reunions were held during the Easter vacation, in accordance with the usual custom. The reunion at Bangor College was addressed by

Reunions.

Mr. Herbert Lewis, who impressed upon the authorities the need of raising as soon as possible their penny rate contribution towards the expenses of the University, in order that Wales might qualify for the Treasury grant of £50,000. So far, it appears, the counties have shown no great keenness in this direction, and the University is in danger of being seriously hampered in its development, as it is difficult to give effect to the recommendations of the Royal Commission. At Aberystwyth College Mr. H. H. Humphreys was elected president, and Mr. Jenkin James (director of education for Cardiganshire), treasurer.

Local Schemes.

We are not aware that any Welsh education authority has made much progress with the formulation of local schemes as required by the Education Act (1918), and it appears that only few authorities have consulted the teachers with regard to details. Great secrecy seems to be preserved as to the procedure, and progress, if any, is remarkably slow. Cardiff, for example, has shown a deplorable lack of interest in the matter and a strange unwillingness to face the difficulties. The Act itself was strongly criticized by many members, on the ground that it was passed without adequate discussion, that it was too great an experiment at a period immediately following on a great and exhausting war, and that the financial demands are too formidable for the authorities to bear. The whole question has been shelved for another month. In none of the other county boroughs has any substantial progress been made with these schemes. Glamorgan seems to be the only county which has formulated a definite policy and endeavoured to give effect to it.

The Welsh Language.

By a majority the parents of Wrexham have decided in favour of teaching Welsh in the elementary schools, and arrangements are now being made to give effect to the decision. Representatives of the Central Welsh Board gave evidence before the Departmental Committee on Secondary Education, on April 23. The case for the Board was presented by Dr. T. H. Morris, Principal D. R. Harris (Bangor Training College), Mr. J. Trevor Owen (Swansea), Mr. W. Edwards, Mr. W. H. Robinson, and Miss Price.

SCOTLAND.

A Joint Council of authorities and teachers is to be set up at an early date. The council is to consist of fourteen members, seven from the Association of Education Authorities and seven from the Educational Institute. The general object is to be the consideration of all matters which affect

the conditions of service of the teaching staffs throughout the country and the promotion of effective co-operation between the authorities and the teachers. The scope of the council's interests is defined in the widest terms. It is to be at liberty to express opinions on any questions which may be referred to it by the Department, the authorities, or the Institute. Probably its most important function will be to give guidance in the interpretation of the national minimum scales in cases of dispute. Whether, as a matter of fact, the council will count for very much is doubtful. At the last meeting of the Institute Council it was agreed that its conclusions should not be valid until confirmed by the executives of the two bodies represented on it. The probable effect of that provision is impotence in regard to everything that really matters. The teachers, however, do not seem to be anticipating this. For the seven seats that have to be filled thirty-one nominations have been made from all over the country.

The circular on approved expenditure sent to education authorities in the course of the month by the Education Department has caused much heart-burning on the part both of authorities and teachers.

Approved Expenditure.

As regards salaries of teachers, it is intimated that the full 50 per cent. of grant is to be allowed on all salary payments which are obligatory in terms of the minimum national scales, but payments made to non-graduates to bring them up to the graduate level in terms of the footnote to the scales are expressly characterized as non-obligatory. This means, of course, that those authorities which have taken advantage of the permission to deal generously with the non-graduates will themselves have to meet the entire cost, while those who have kept salaries down to the bare minimum are to be rewarded for their stinginess. The certain result will be an outburst of indignation on the part of the teachers under the backward authorities, which will make the salary problem again acute. Even before this the question of a levy for a fund which would be in reality though not in name a strike fund was being vigorously discussed, and there was talk of compelling the authorities which had refused to go beyond the legal minimum to bring up the non-graduate salaries to the graduate level. The virtual encouragement of these authorities by the Department makes the situation decidedly serious. It has been the contention of the teachers from the beginning that the permission given to the authorities carried with it the implication that the Department would recognize expenditure for this purpose as approved expenditure for grant. The Department's action does not seem to leave the teachers with any alternative to an aggressive campaign for adequate salaries. Meanwhile, there is talk of an appeal to Parliament to get the Department's decision set aside, but the prospect of a satisfactory outcome to such an appeal is not bright.

If the ideals that inspire the Memorandum that has just been issued by the Scottish Board of Health in regard to the medical inspection and treatment of school children get a chance of realization,

School Medical Service.

the effect of the Board's activities should not be long in appearing in an obvious improvement of the public health. Special emphasis is wisely laid on the need for preventive work, hygienic conditions of schools and pupils, physical education and training, and early attention to teeth, eyes, breathing, &c. The memorandum contemplates the systematic inspection of each child at three periods of school life, and the provision of facilities for treatment of defective vision and teeth, diseases of the ear, nose, and throat, and similar ailments, which impair the child's health and efficiency. It is not intended, however, that treatment should be provided by the education authority in cases of accident or of casual or serious illness. Attention is also called to the need for co-operation between the education authority and the public health authority, and the suggestion is made that the two authorities may, with mutual advantage, use the same premises and employ the same medical officers and nurses.

The transfer of reformatory and industrial schools in Scotland from the Scottish Office to the Education Department, as from April 1, marks another important step towards the unification of all

Reformatory Schools.

the agencies that make for the well-being of the children. The new arrangement will remove the financial disabilities under which these schools have laboured in the past, and bring to an end various anomalies that adversely affected the teachers. The next move should be the complete transfer of the children at present under the charge of the Poor Law authorities to the more kindly care of the Education authorities.

Strange stories, that illustrate the difficulties under which education is carried on in the remoter parts of the Highlands, are coming from Skye just now.

Starving Children in Skye.

At the last meeting of the Inverness authority it was reported that many children on the east of the

island had been kept at home because they were half-starved. The School Management Committee had investigated the cases and intimated that they could not enforce attendance. The very inadequate steamer service had caused a serious scarcity of food supplies, and the pupils were too weak to come to school. That the difficulties are not all unavoidable, but may in some instances be due to blundering, is suggested by another episode connected with the shortage of transport facilities. Portree Higher Grade School, to which children come for higher education from Skye and the Outer Isles, was closed for holidays on the Wednesday before Easter. To allow thirty-five of them to get home conveniently, the Government was petitioned to permit the steamer going north to call in at Portree, but, though it would have meant a delay of only an hour, the request was refused. In consequence, the children had to leave Portree at six o'clock on the Thursday morning, sleep in railway carriages on Thursday night, and then go on their journey on the Friday.

It has been decided by the Joint Education Committee of the two great Presbyterian Churches to appoint a director of religious instruction in each of the four provincial committee centres. The work has hitherto been done by prominent ministers of the Church and has not been conspicuously successful, probably because most of them lacked the rather special gifts required for dealing with students. If the right men are appointed now a great improvement may be looked for. It is the intention of the Joint Committee of the Churches that, in addition to giving a systematic course of lectures on religious instruction, the new directors should interest themselves in the social and religious work of the colleges and act as chaplains to the students. The interesting suggestion is made that theological students should also attend the lectures as part of their training, with the view of fitting themselves for the organization and management of Sabbath schools and religious work among the young.

At the recent graduation ceremony in Aberdeen University, Sir George Adam Smith, the Vice-Chancellor, intimated that Sir Thomas Jaffrey, the actuary of the Aberdeen Savings Bank, had given £20,000 as the endowment for a chair in Political Economy. St. Andrews is now the only Scottish University without a professor of economics.

IRELAND.

Mr. Macpherson has resigned the Chief Secretaryship after the Home Rule Bill has passed its second reading. The Education Bill has not passed its second reading. Does this mean that it will be dropped? Everything depends on the attitude of the new Chief Secretary—Sir Hamar Greenwood—towards the Bill. Pressure will, no doubt, be brought to bear on him from both directions, for and against. At the time of writing these notes, Sir H. Greenwood has not taken up his office, and no one knows what his position will be. It may, however, be stated with emphasis that educational circles will be filled with dismay if the Bill is abandoned. Everyone admits that educational reform is essential for the progress of Ireland; experts have worked unceasingly for a long time in shaping a scheme for progressive improvement; and even its worst enemies admit that the Bill contains many excellent provisions. If it is abandoned, what then? Who will take up the task again? The answer, no doubt, is ready, that under Home Rule Ireland will fashion her own scheme or schemes of education. To which (the passing of Home Rule being assumed) two things, among others, may be urged in reply. First, will schemes equally favourable to the religious claims of the present Bill's opponents be passed by both the Irish Parliaments? Secondly, it will be at least two years before a Home Rule Parliament could pass a Bill, and in the meantime how is education to be kept going? And for those who wish Ireland to remain undivided, is there not now an excellent opportunity to secure one educational system for the whole country? By far the best course will be to pass the Bill. If Home Rule comes, it will be within the power of the Irish Parliaments to modify it, and meanwhile a commencement of reform can be made. If, however, the Bill is abandoned, there is only one way of escape from an educational collapse, certainly in a large number of secondary schools, and that is, to pay to the present Irish educational boards for the benefit of teachers the Irish equivalent of the Treasury grants for education in Great Britain. This will secure the interests of Irish teachers, and a teaching profession in Ireland will still remain a possibility. The facts should be faced. Irish teachers have waited patiently during the past twelve months. They saw in the Education Bill clauses which secured

to them financial redress for the year ending on March 31 last. When they asked the Government for temporary assistance, the reply was that the Bill must be passed first and then all would be well. This implied that the Government would do its best to pass the Bill. The Government having done nothing of the kind, it is for the Government now to make amends, and if education collapses for want of funds the responsibility will rest upon the Government alone. There is need of an immediate pronouncement from the Government. The end of the educational year is rapidly approaching, and the present dearth of teachers in Ireland will become dangerously accentuated during the summer months unless there is definite prospect of redress. Secondary teachers have seen themselves deprived of at least £64,000 for last year, and it is not true that hope is immortal.

It was expected in some quarters that the National Teachers' Organization, largely a Roman Catholic body, would cease to support the Bill after the declaration of the Roman Catholic bishops against it, but this has not proved the case. The President, Mr. T. J. Nunan, of Tralee, at the Annual Easter Congress, gave strong support to the Bill, and even after considering correspondence from the Bishop of Ross the organization declared in its favour and suggested that bodies interested in education should confer for the purpose of readjusting the present Education Bill so as to bring it more into harmony with the aspirations of the Irish people. The bone of contention is the nature and composition of the Department of Education proposed in the Bill; this has been objected to in various quarters, but at present no satisfactory amendment has been suggested. By the constitution of the Legislative Union between Great Britain and Ireland, the Chief Secretary must be the head of the Department. The simplest amendment would be to arrange that the other two members of the Department should be educational experts, one Catholic and one Protestant, and that the Advisory Board or a committee representing them should be given wider control over the Department's acts. The National Teachers' Congress suggested as a scale of salary for National teachers the following basis:—Assistant teachers, £200 rising by annual increments of £15 to £320, and then by increments of £20 to a maximum of £500. On promotion to principalship a teacher to receive two annual increments, and proceed to a maximum of £600.

There is no doubt about the support of Protestants of all classes for the Bill, but the lay Catholic teachers in secondary schools are equally anxious for it to pass, as their position is far the worst of all teachers in Ireland. The Association of Secondary Teachers, mainly a Catholic body, held a meeting at Easter in Dublin to consider replies received to a circular document sent on behalf of the association to the heads of all schools in which members of the Association were employed. The circular asked for an immediate increase of 140 per cent. on the salaries obtaining in 1914, which were £140 for men and £90 for women. The majority of the replies stated that whilst the managers sympathized with the request, it was impossible for them to comply owing to the inadequacy of the sums received from the Intermediate Board. In particular, the Christian Brothers said they could not meet it in any way. The Catholic Head Masters' Association said they were willing to give a bonus all round of £20, but the meeting considered this entirely inadequate, and decided to negotiate again for more favourable terms. The Association pointed out that in Catholic schools the average salaries were £120 for men and £90 for women in 1917-18, and £139 and £97 respectively for 1918-19. In non-Catholic schools, the figures for 1917-18 were £166 and £92, and in 1918-19, £180 and £104. The Munster Branch of this Association, meeting in Cork, discussing the Education Bill, refrained from expressing any opinion as to its merits, but claimed that if the Bill could not be amended to meet objections on religious and national grounds, it was the duty of the Irish people to see that secondary teachers will no longer have to work for an average salary of £139 a year, which is scarcely equivalent to £50 before the war. They urge that upon those who wish the Bill rejected there is a duty incumbent to propose another scheme which will remedy the existing abuses.

A Royal Commission has been appointed to inquire into the financial resources of Dublin University and of Trinity College, Dublin; into the administration and application of those resources; into the constitution of the University and the colleges; and to make recommendations. The Commission consists of Sir A. Geikie (Chairman); Rt. Hon. Sir John Ross, Judge of the Irish Court of Chancery; Sir A. E. Shipley, Master of Christ's College, Cambridge; Prof. J. S. E. Townsend, Fellow of New College, Oxford; and Dr. J. Joly, Professor of Geology in Trinity

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The National University of Ireland has given notice of an increase of entry fees. In and after 1921 the Matriculation fee will be increased by £1, and the fees for entry for all other examinations, except the certificate in commerce, will be increased by 10s. No increase will be made in the case of students who matriculated in the late Royal University of Ireland. Notice is also given that after the academical year 1920-21 no student can begin his studies in the Faculty of Medicine (including dentistry) until he shall have matriculated in the Faculty of Medicine.

The Department of Agriculture and Technical Instruction has issued its Programme of Summer Courses of Instruction for Teachers this summer. They will begin on July 6 and close on July 30, except in Rural Science, which will begin on August 3 and close on August 27. Teachers attending the courses will receive £5. 3s. towards their expenses and third-class railway fare for one return journey. There is a large number of courses this year in the following subjects:—Colloid chemistry; wireless telegraphy; turbines, steam and hydraulic; commercial arithmetic and economic geography; business economics and advanced economic geography; cabinet-making; chair-making; painted furniture-making; coloured embroidery; jewellery; elementary millinery; household handicraft; experimental science; drawing; lettering and illumination; manual training (woodwork); domestic economy; rural science (including school gardening). The courses in experimental science are limited to teachers in secondary schools who have already obtained recognition as teachers of the Junior Grade Course in physical science, and will be held in physics, chemistry, botany, and hygiene. A note is added on domestic economy that it is proposed shortly to make this a compulsory subject of instruction in girls' schools seeking recognition by the Department under the terms of the Programme for Day Secondary Schools, and teachers in such schools are therefore advised to secure recognition as teachers of the subject as soon as possible. The Department has also issued the time-table of the Technical School Examinations to be held in May.

SCHOOLS.

LADY MARGARET HALL.—The following awards have been made to scholarships and exhibitions at the college:—H. E. A. Northcott (Royal School, Bath), James Cropper Scholarship, £50 (English). A. Simpson (North London Collegiate School), Honorary Scholarship (French). M. H. Blyton (University College, Cardiff), £40 (French). M. E. Gibbs (Newcastle High School), £35 (History). C. Turner (Municipal School, Huddersfield), £35 (English). A. C. Roxburgh (Francis Holland School), Exhibition, £20 (Classics). E. Gardner (Bedford High School), Exhibition, £20 (French).

ST. HUGH'S COLLEGE.—The following awards have been made:—A Scholarship of £25 a year for three years to P. Lovett (Mortimer House, Clifton) (History). A Scholarship of £25 a year for three years to J. L. M. Dick (St. Mary Hall, Brighton) (French). An Exhibition of £20 a year for three years to M. Dalglish (Liverpool College, Huyton) (English). An Exhibition of £20 a year for three years to R. J. Mitchell (Dorchester High School) (History).

SOMERVILLE COLLEGE.—The following awards of scholarships and exhibitions have been made:—Clothworkers' Scholarship of £60 for three years: C. Barratt (Pendleton High School, Manchester) (Classics). Coombs' Scholarship of £50 for three years: E. H. Appleyard (Municipal High School for Girls, West Hartlepool) (History). Students' Scholarship of £45 for three years: E. A. Hughes (Ladies' College, Cheltenham) (English). Exhibition of £25 for three years: A. N. Lloyd Thomas (King Edward's High School for Girls, Birmingham) (Classics). Exhibition of £25 for three years: E. D. Powell (High School, Bournemouth) (French). Exhibition of £25 for three years: M. U. Sharpe (Ladies' College, Cheltenham) (Science).

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(Continued on page 300.)

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1918, Miss Gordon became sole proprietor, and she decided to place the school under the care of the Woodard Corporation in order that the continuance of definite religious teaching in accordance with the Church of England might be ensured. The school is now to be known as St. Katherine's, Mortimer House, Clifton, Bristol, and it is hoped that under the care of the Woodard Corporation the school will find a place among those other public schools for girls carried on by them, where a good modern secondary education may be secured, combined with Church teaching. The Society have appointed Miss Gordon head mistress of St. Katherine's.

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PRIMARY SCHOOL NOTES.

The N.U.T. Conference.

THE Jubilee Conference of the National Union of Teachers, held at Margate, was probably, in point of numbers, the most successful in its history. The presidential address, delivered by Miss Wood, of Manchester, included a summary of the history of the Union which possessed particular interest for older members. The claim that the Union had been successful in securing the abolition of half-time labour created some surprise among representatives from the industrial areas of the north, where the half-time system flourishes

as of old. The fact is that Clause VIII, Section 1, of the new Education Act is not yet in operation; the "appointed day" has not even been fixed. As an ardent advocate of the principle of equal opportunity and equal salaries for men and women doing similar work, the new president made an eloquent appeal for unity in the profession, which was cordially appreciated by the Conference. In its appeal to the material rather than the spiritual, the address was, perhaps, symbolic of the prevailing discontent in the teacherhood. Throughout the Conference could be detected the clash between the policy sanctified by tradition and the spirit which clamours for reform by the direct path; the plea for sweet reasonableness as opposed to the method of the pistol point. The position of the London teachers undoubtedly enlisted the whole-hearted sympathy of Conference, and there was a feeling that the action of a small section of these teachers had been unduly acclaimed in the press and on the platform; and while the Conference in no way condoned this action, there can be little doubt that the London teaching service and its conditions will receive an advertisement from Conference representatives which will penetrate to every part of England and Wales. As a result, it is unlikely that there will be any considerable movement of teachers to London from outside areas for a considerable period.

Conference and Lost Opportunities.

MUCH of the time of Conference was occupied in listening to the arguments of a small but efficiently organized section of it, which spoke volubly, if not forcefully, upon each and every part of the agenda which was reached. The mechanism of standing orders affords favourable opportunities either for obstructive discussion or propaganda purposes. Wearisome discussions alternating with mild scenes, the appearance on the platform of the same speakers or different speakers with the same speeches, continued throughout in monotonous sequence; finally the feeling of Conference would be expressed decisively. Teachers, after all, are very human. and excessive propaganda activity of the type referred to is calculated to injure seriously the cause it seeks to serve. If the Easter Conference is to fulfil any useful purpose, it is essential that some more satisfactory arrangement of business should be formulated, in order that representative feeling in the body of the meetings may

(Continued on page 302.)

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find expression. Under existing conditions, the president is practically helpless, and it is, of course, impossible for the Executive to exercise a self-denying ordinance when attacks are made in force. In the fewness of men and especially of women speakers from the body of the hall, the Margate Conference probably established a record.

* * * * *

The Reopening of the Religious Question.

THE outstanding feature of the Conference was the reopening of the religious controversy in response to the suggestions of Mr. H. A. L. Fisher for a final settlement of the question. Under existing conditions, it is becoming clear that no extensive building programme can be entertained in connexion with the proposals of the new Education Act. On the one hand, many non-provided schools are in bad repair and suffering from a progressive decrease of average attendance; on the other, the Churches, confronted by the immediate and pressing problem of the poverty of their clergy, are unable to keep pace with the growing demand for improvements in school fabric. It is well known that many non-provided schools have the utmost difficulty in attracting teachers, owing to the depressing conditions of service. The provision of schools or extensions for the accommodation of advanced courses of instruction and central classes cannot be faced by the majority of non-provided schools. The inclination to seek a settlement upon national lines is therefore very strong at the present time. So far as the teachers are concerned there exists a similar disposition, and the decision of Conference to seek fuller information for presentation to the local associations of teachers was practically unanimous. The discussion, brief as it was, indicated a strong feeling of antagonism to any suggestion that the right of entry to Council schools should be considered. A clear body of opinion was also expressed against the continuance of denominational tests for church teachers.

* * * * *

Books and Apparatus.

AN inspection of the Publishers' Exhibition at Margate shows that a few leading houses have already begun the task of reconstructing the supply of school books and apparatus called for by the lessons of the war and the provisions of the new Education Act. During the last six years the schools have been carried on

mainly by means of old stock and renewals of this from time to time. Publishers and teachers have doubtless been waiting for the emergence of more normal prices before entertaining the idea of publishing or purchasing new books and supplies. The steady increase in the price of raw materials, however, makes it clear that school requisitions will have to be based upon considerably higher allowances for the future. The experience of the war has shown the necessity of a drastic revision of the traditional methods of teaching history in the schools; the new boundaries and grouping of nations will involve greater concentration upon the social and economic aspects in teaching geography; English readers will require a more generous recognition of world literature. Owing to the constant alterations in the postal and international rates of exchange and the upward sweep in prices, it is extraordinarily difficult to teach practical arithmetic from any current textbooks, yet new schemes are urgently required in most schools. In view of the impossibility of carrying on much longer with old stocks, it would be a great advantage to school work if some agreed course of action could be temporarily recommended by sub-committees composed of representatives of the Board of Education, local education authorities, publishers, and teachers.

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(Continued on page 304.)

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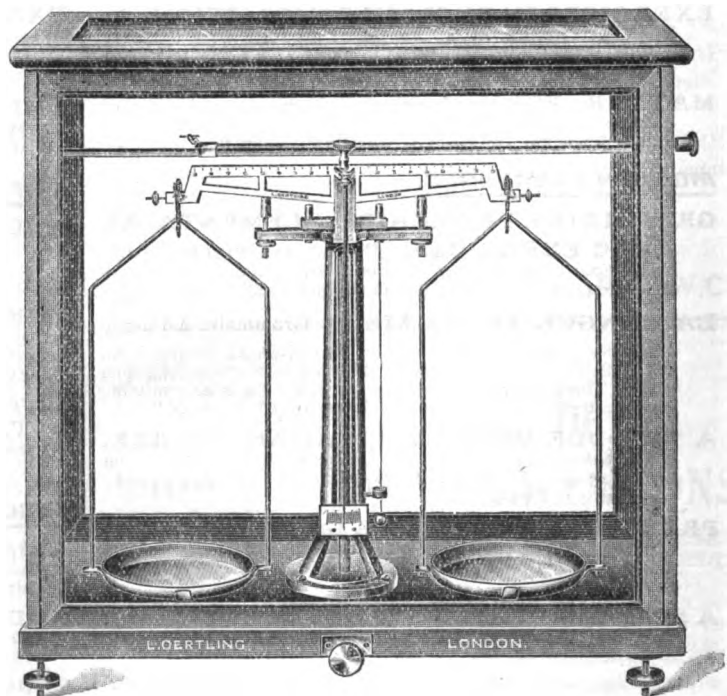
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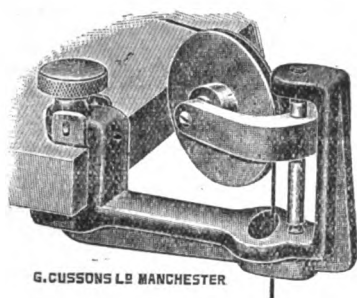
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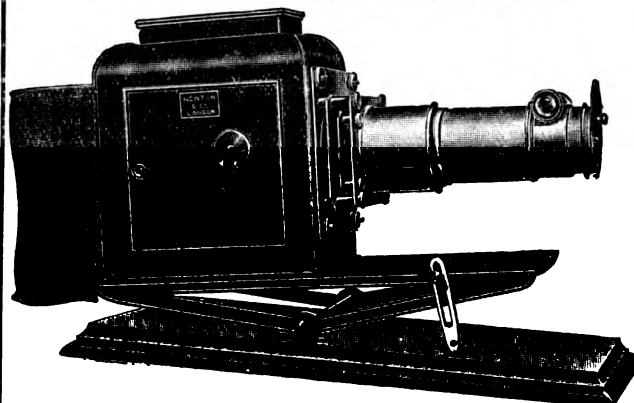
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It is suggested that not less than half the lesson should be devoted to active free movements including games and dancing."

This opinion expresses the antithesis of the Swedish system, whose essence is formality and exactness of execution, and on examining the tables the majority of the exercises could certainly be described as "play," for even in the most advanced tables such formal exercises as there are, are so easy that they would be play to children of thirteen who had been learning from the age of seven.

Another principle of the Swedish system is the strict "order of movement" which claims to be founded on physiological laws. This order has been considerably changed—the milder "introductions" appear to be omitted and each table starts with violent movement—i.e. a minute's run followed by another running or jumping exercise. The wisdom of this change for children, among whom there must be many weaklings, is extremely doubtful. "Activity" exercises, instead of occupying about one tenth of the table, now occupy considerably more than half, and although a change in moderation in this direction is welcome, this is rushing to the other extreme.

The aims of physical training are four: it should produce beneficial anatomical, functional, mental, and moral effects, but nearly the whole of this syllabus concentrates on the functional. Corrective and developmental exercises occupy a subordinate place, and as regards mental results there is little to educate the brain-centres connected with bodily movements. Control, co-ordination, and concentration cannot be promoted by simple automatic movements, any more than the brain-centres controlling intellectual powers can be educated by lessons suited to the infant school.

Whilst the new syllabus is distinctly more amusing, it is far less educative than the old; it uses throughout methods which are suited to children under seven; there is not a table in the book that could not be executed properly and without undue mental strain by a child of eleven who had been learning for three or four years, so that for the last three years of school life the children are given work far below their normal powers—the education of their bodies is not keeping pace with that of their minds. It seems a pity that the authorities should know of no other way of mitigating the dryness of Swedish drill and of enlivening the short twenty minutes given to physical training than by substituting for it games and dancing, more especially when there is an interesting, entertaining, and, at the same time, educational British system ready to hand. It supplies exactly what the Swedish lacks—i.e. variety, interest, and progression in degrees of complexity—whilst at the same time remaining methodical and exact. It is truly educational since it aids the psychological development of the child whose brain gradually becomes adapted to more complex movements.

The value of games is inestimable, but they should not usurp the place of formal physical training which is needed for the correction of defects of posture and physique, the even development of both sides of the body, the gradual strengthening of those who are delicate and weak, and also for discipline.—Yours, &c.,

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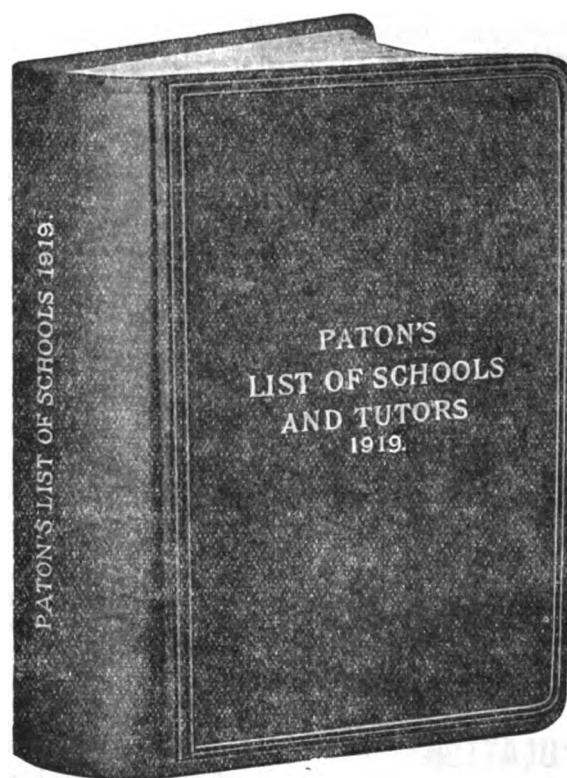
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"When I first came here I spent over £50 in six months advertising in the leading papers—result, one boy. Then I came under your Agency—result, a steady stream of boarders every term, more than filling up the vacancies caused by boys leaving. I have already had to open another dormitory, and am on the point of 'venturing' on another boarding-house."



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"I have much pleasure in renewing the advertisement in your excellent Guide, and should like to take the opportunity to express to you my best thanks for the invaluable help of your Agency."

"I enclose order form, duly signed. . . . I am more than grateful for the excellent service your Agency does my school."

"I am returning the advertisement at once with a little addition. . . . We have this term four pupils introduced by you, and I am much obliged to you for your help. It makes all the difference in these difficult days whether one has a full school or not."

"I find it most useful to my patients when seeking information about sending their boys and girls away, and have kept a copy in my waiting-room for some years."

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Verse.

Studies of Contemporary Poets. By M. C. Sturgeon. Revised and Enlarged. *Harrah*. 7s. 6d. net.
 Coleridge: Biographia Literaria, Chapters I-IV, XIV-XXII. Wordsworth: Prefaces and Essays on Poetry, 1800-1815. Edited by G. Sampson. *Cambridge University Press*. 10s. net.
 The Children's Poetry Book. Collected and Arranged by R. M. Fletcher. *Methuen*. 3s.
 The Arnold Poetry Reader: Selections from the Poems of Sir Edwin Arnold. *Kegan Paul*. 3s. net.
 Inter Lilia. By A. B. Ramsay. *Cambridge University Press*. 6s. 6d. net.

[Owing to pressure on our space, the titles of some books are unavoidably held over.]

PRIZE COMPETITIONS.

THE prize for the April competition is divided between "Mitis et Fortis" and "Agricola."

The winner of the March competition is Mr. Burnell Payne, 20 Harcourt Terrace, S.W.10.

THE SLEEPER IN THE GLEN.

A verdant hollow, where a singing stream
 Leaves wantonly on every blade of grass
 Shreds of her silver garment, gleaming bright
 Where'er the sunlight from the proud hill-tops
 Glances upon them. 'Tis a little glen
 Sparkling with sunbeams.

Here, with parted lips
 And head uncovered, a young soldier sleeps,
 The cool green cross his pillow, and the grass
 His couch, beneath the clouds. How pale he seems
 In his green bed on which the light streams down!

His feet amidst gladioli, he sleeps—
 Slumbers and smiles, as a sick child might smile.
 Cradle him warmly, Nature; he is cold!

The scents arouse in him no pulse of joy.
 He sleeps i' the sun, his hand upon his breast,
 In peace. In his right side two red holes yawn.

MITIS ET FORTIS.

By "AGRICOLA."

A grassy dell through which a streamlet sings,
 Leaving a fringe of silver on the sedges;
 A little glen wherein the sunlight flings
 Soft, filmy vapours o'er the mountain edges.

A soldier sleeps there: open-mouthed he lies,
 His bare head low in cool blue-flowered cresses,
 Stretched on the grass beneath the summer skies,
 Pale on his bed of green. The sun caresses

His feet among the iris leaves, and sleeping
 He smiles as do sick children, tired with weeping.
 Cradle him warmly, Nature; he is cold.

No scent of flowers can make his nostrils quiver,
 With hand on breast he sleeps beside the river,
 Two spots of red within his doublet's fold.

Our own preference is for the version by "Mitis et Fortis" because it is closer to the original, and the simplicity of its form and language seems to reproduce more perfectly the spirit of the French, while, as rhyme is to us the element in verse that is most easily dispensed with, its absence causes no jar. But we recognize that this is a matter of personal taste, and that by many of our readers a translation in sonnet form would be considered a better work of art. Hence we decided to place the two versions on a level. "Agricola" deserves great credit for the plainness and straightforwardness of his diction, the absence of any poetic trickery, and his skilful alternation of double and single rhymes. In the version of "Mitis et Fortis" the eleventh line is a blot. "Gladioli" is really impossible in verse, and the whole line "hobbles"; the substitution of "the iris-flowers" would have made all the difference. The versions of "Rusticus Expectans" and "Alleluia" were graceful, but not such faithful reproductions of the French as the prize versions. "Noëmi" sent in a dainty

(Continued on page 310.)

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For information relating to the entry of Cadets, Parents and Guardians should write for "How to become a Naval Officer" (with an Introduction by Admiral the Hon. Sir E. R. FREMANTLE, G.C.B., C.M.G.), containing an illustrated description of life at the Royal Naval Colleges, at Osborne and Dartmouth, post free on application to GIEVES, Limited, 21 Old Bond Street, London, W.1.

Special Entry of Naval Cadets.

The Secretary of the Admiralty announces that the scheme of Special Entry to Naval Cadetships, which was instituted in 1913 will be further continued. The examinations are held annually in June, and candidates are required to be not more than 18½, nor less than 17½, years of age on July 1st.

Regulations can be obtained on application to

GIEVES, Limited,

"ROYAL NAVY HOUSE," 21 Old Bond Street,
 LONDON, W.1.

prose version. Several verse translations were spoilt by a bad choice of metre, as, for instance, "In a little green hollow where murmurs the stream." This strikes the wrong note. There were thirty-four verse translations.

We regret that, by an unconscious act of plagiarism, we chose the same piece as was set by *Modern Languages* last October. Our readers, however, may find it of some interest to compare our prize versions with that of our contemporary.

We classify the 80 versions received as follows:—

Class I.—(a) Mitis et Fortis, Agricola, Alleluia, Mumu, Rusticus Exspectans, Noëmi, Paulus, E.S.B., Homunculus, Savilian.

(b) Erindale, Ted, Katty Ann, A.M.E., Iambus, E.T.C.P., Bésigue, Hibernia, Tigris, Wyoming, Calvus, I.S., Hieremoth, Undergraduate, Poetaster, Zephyr, Esse quam videri, Borderer.

Class II.—Le Corbeau, Chingleput, Mimi, Pensée, Florah, Will-o'-the-Wisp, στέφανος, A.E.C., Desdemona, Q.C., I.B.W., Em, Durdatha, St. Michael, J.S.L., Gregory, Haillons, Pentewan, Johnny, Amon, Old Times, Caesar, F.T.D., Carisbrooke, Ala, Chymny, X.Y.Z., Bobby, Cornish Maid, A.L.O.I., Sirach, Mari-rosa, Fishy, Umbria, Aberdonia, W.W.M., K.E.L., Ray, νέρος.

Class III.—Virginie, Fifi, A.M.B., Trethowal, R.R.H., Jimmy, Languidiora, F.C.H.J., Inowracław, Puella, Tregonissey, Kismet.

A Prize of Two Guineas is offered for the best translation of the following extract from Victor Hugo's "Pyrénées":—

Le grès est la pierre la plus amusante et la plus étrangement pétrie qu'il y ait. Il est parmi les rochers ce que l'orme est parmi les arbres. Pas d'apparence qu'il ne prenne, pas de caprice qu'il n'ait, pas de rêve qu'il ne réalise; il a toutes les figures, il fait toutes les grimaces. Il semble animé d'un âme multiple. Pardonnez-moi ce mot à propos de cette chose.

Dans le grand drame du paysage, le grès joue le rôle fantasque; quelquefois grand et sévère, quelquefois bouffon; il se penche comme un lutteur, il se pelotonne comme un clown; il est éponge, pudding, tente, cabane, souche d'arbre; il apparaît dans un champ parmi l'herbe à fleur de sol par petites bosses fauves et flocon-

neuses et il imite un troupeau de moutons endormi; il a des visages qui rient, des yeux qui regardent, des mâchoires qui semblent mordre et brouter la fougère; il saisit les broussailles comme un poing de géant qui sort de terre brusquement.

Une plaine semée d'ormes n'est jamais ennuyeuse, une montagne de grès est toujours pleine de surprise et d'intérêt. Toutes les fois que la nature morte semble vivre, elle nous émeut d'une émotion étrange.

Avez-vous remarqué, à la tombée de la nuit, sur nos grandes routes des environs de Paris, les profils monstrueux et surnaturels de tous les ormes que le galop de la voiture fait successivement paraître et disparaître devant vous? Les uns baillent, les autres se tordent vers le ciel et ouvrent une gueule qui hurle affreusement. Il y en a qui rient d'un rire farouche et hideux, propre aux ténèbres; le vent les agite; ils se renversent en arrière avec des contorsions de damnés, ou se penchent les uns vers les autres et se disent tout bas dans leurs vastes oreilles de feuillages des paroles dont vous entendez en passant je ne sais quelles syllabes bizarres. Il y en a qui ont des sourcils démesurés, des nez ridicules, des coiffures ébouriffées, des perruques formidables; cela n'ôte rien à ce qu'a de redoutable et de lugubre leur réalité fantastique; ce sont des caricatures, mais ce sont des spectres; quelques-uns sont grotesques, tous sont terribles. Le rêveur croit voir se ranger au bord de la route en files menaçantes et difformes et se pencher sur son passage les larves inconnues et possibles de la nuit.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on May 14, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

Educational Handwork Association.

President: THE RIGHT HON. SIR A. H. D. ACLAND, BART.
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Superintendent of Physical Training: MR. H. A. COLR.

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Prospectuses and full information may be obtained as follows:—

SCARBOROUGH AND SOUTHPORT SCHOOLS—MR. J. TIPPING, 35 Lower Rushton Road, Bradford.

FALMOUTH SCHOOL—MR. C. SEAMAN, 38 Victoria Park Avenue, Cardiff.

ST. ANNE'S-ON-SEA SCHOOL—PROFESSOR J. A. GREEN, M.A., The University, Sheffield.

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Prospectuses may be had from M. MIS, Chargé de Conférences à l'Université, Directeur des Cours, 211 Boulevard V. Hugo, Lille, France.

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Particulars may be had from—

The Secretary,

Summer School of Yorkshire,

The University, Leeds

to whom all inquiries should be addressed.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

ALDENHAM SCHOOL, near ELSTREE, HERTS.—ENTRANCE SCHOLARSHIPS, 1920. An Examination will be held on June 3rd and 4th, 1920, for eight or nine Scholarships, all tenable for two years, and open to boys under 15 on May 1st; namely—one ALFRED SMITH SCHOLARSHIP of £50, about five JUNIOR PLATT SCHOLARSHIPS of £40, and about two HOUSE SCHOLARSHIPS of £20.

Further particulars may be had from the HEAD MASTER.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford on March 16th, 1920, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1920, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTENHAM COLLEGE.—12 ENTRANCE SCHOLARSHIPS and EXHIBITIONS (for boys not already members of the College). The awards include five of £70 each, and the JAMES OF HEREFORD SCHOLARSHIP of £35 per annum for boys born, educated, or residing in HEREFORDSHIRE. There are also some CLERGY NOMINATIONS of £30 per annum. Examinations on May 25th, 26th, and 27th. Details on application to the BURSAR, Cheltenham College.

DOWNSIDE SCHOOL, BATH.

CLASSICAL and MATHEMATICAL SCHOLARSHIPS, value £50 a year. Examination in June.

Particulars from—

The Head Master,
Downside School,
Stratton-on-the-Fosse,
Near BATH.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to ACTING SECRETARY, 66 Southampton Row, W.C.1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL, Incorporated by Royal Charter. Head Master: F. W. STOCKS, M.A.

Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.

EXAMINATION for ENTRANCE SCHOLARSHIPS in March.

Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATIMER, M.A.

HEREFORD CATHEDRAL SCHOOL.

AN ancient Public School of 120 boys, offering great advantages to University Candidates. Leaving Scholarships annually. B.N.C., Oxford, £70 (sometimes two); St. John's College, Cambridge, £50, £40; also Leaving Exhibition, £50, tenable with one of the foregoing.

Seven or eight Entrance Scholarships, ranging from £70 downward, offered in July, 1920. Buildings recently enlarged. Boating: O.T.C. For further information apply to Dr. J. H. E. CREES, Head Master.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W.8.

LADY MARGARET HALL,

OXFORD.—The following Scholarships will be offered at an Examination to be held in March, 1921:—a JEPHSON SCHOLARSHIP of £70 a year, only given to candidates who can prove their need of pecuniary aid; a SCHOLARSHIP of £50 a year; and the MARY TALBOT SCHOLARSHIP of £40 a year. One or more EXHIBITIONS will also be offered should candidates of sufficient merit present themselves. The Scholarships and Exhibitions are tenable for three years during residence.

LANSING COLLEGE SCHOLARSHIPS.

Entrance Scholarships will be offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

(a) Six Scholarships (at least), Classical and Modern, varying from £80 to £30 per annum.

(b) Two Choral Exhibitions of £30 per annum, open to all boys who can sing and read music.

Full allowance in all cases will be made for age.

Candidates will be examined at Lansing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLEY, Lansing College, Shoreham, Sussex.

MALVERN COLLEGE.

TWELVE OR MORE

ENTRANCE SCHOLARSHIPS,

value £87 to £30, and some Exhibitions, value £25 to £12, will be awarded by Examination to be held on

June 1, 2, and 3 (Tues., Wed., and Thurs.).

Particulars of these and of certain valuable War Exhibitions (awarded without Examination), from the HEAD MASTER or BURSAR.

NEWNHAM COLLEGE.—TWO

SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

ROYAL HOLLOWAY COLLEGE.

(UNIVERSITY OF LONDON.)

Principal: Miss E. C. HIGGINS, B.A.

THE COLLEGE prepares Women Students for the London Degrees in Science and Arts.

Twelve ENTRANCE SCHOLARSHIPS, from £50 to £60 a year, and several Bursaries of not more than £30, tenable for three years, will be offered for competition in June, 1920.

For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

SOMERVILLE COLLEGE, OXFORD.

The following SCHOLARSHIPS will be awarded in March 1921, on the results of an examination beginning on March 15th.

A Mary Ewart Scholarship of £80 for 3 years,

A Clothworker's " " £60 "

A Gilchrist " " £50 "

together with one or more Exhibitions of not less than £20 a year. Full particulars may be obtained from the PRINCIPAL or VICE-PRINCIPAL.

ST. LEONARD'S SCHOOL, ST.

ANDREWS, FIFE.—TWO ENTRANCE SCHOLARSHIPS of the annual value of £60, tenable for four years at the above School, will be awarded on the result of an Examination to be held in May. Candidates must be between 13 and 15 on September 15th, 1920. Preference will be given to the daughters of Professional men and of Officers in H.M. Service. Applications for admission to the Examination should be addressed to the HEAD MISTRESS.

ST. PAUL'S GIRLS' SCHOOL,

BROOK GREEN, HAMMERSMITH, W.6.—The next EXAMINATION for FOUNDATION SCHOLARSHIPS will take place on TUESDAY, WEDNESDAY, and THURSDAY, July 6th, 7th, and 8th. These Scholarships exempt the holders from payment of Tuition Fees. Applications should be made to the HIGH MISTRESS at the School. The last day for the registration of Candidates is Monday, June 21st.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—

S. M. TOYNE, M.A., Head Master.

SEDBERGH SCHOOL

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS will be held during May, 1920, in London and Sedburgh simultaneously. Candidates must be under 14 years of age on January 1st, 1920.

For further information apply to—THE BURSAR, Sedburgh School, Yorkshire.

TONBRIDGE SCHOOL.—

SCHOLARSHIPS EXAMINATION on the 8th, 9th, and 10th of June, 1920. One Scholarship of £100 p.a., one of £80 p.a., and one of £40 p.a., and not exceeding six Foundation Scholarships entitling to exemption from payment of the Tuition Fee, will be offered for competition. Also the Low Scholarship of £50 p.a., open to sons of persons who are or have been in any of the various services under the British Government in India. For particulars apply to the SECRETARY TO THE HEAD MASTER, School House, Tonbridge.

UNIVERSITY OF MANCHESTER.

ENTRANCE SCHOLARSHIP IN RUSSIAN.

The Council of the University will offer an ENTRANCE SCHOLARSHIP IN RUSSIAN of the value of £35, tenable for three years, for the encouragement of the study of Russian by candidates of school age intending to enter upon a Degree Course in the University. The Examination will be held towards the end of July.

For particulars apply to the REGISTRAR, The University, Manchester.

WOODBRIE SCHOOL,

SUFFOLK.—The Annual Examination for FOUNDATION and HOUSE SCHOLARSHIPS will be held on Thursday and Friday, May 20th and 21st. Four Scholarships are offered, ranging in value from £20 to £35. For full particulars apply to the HEAD MASTER.

For other Scholarship Advertisements see pages 262-266.

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Applications from intending purchasers are solicited for the following properties:

GIRLS' SCHOOLS.

Essex (Seaside).—Old established and highly successful Boarding and Day School for Girls. Gross receipts past year £2,000. Average gross receipts past 3 years £1,500. No. of Boarders 25, paying about 60 guineas a year, and 50 Day Pupils paying from 3 to 5 guineas a term. Price for Goodwill about £1,000. School furniture at valuation. Part purchase money could remain.—No. 7,106.

Sussex (Seaside).—Girls' Boarding and Day School. Gross receipts past year £1,800. No. of Boarders 24, paying £60 a year, and 24 Day Pupils, paying £15 a year. Goodwill by arrangement. School furniture at valuation.—No. 7,105.

London, S.W.—Girls' Boarding and Day School, with Preparatory for Boys and Kindergarten. Gross receipts past year £1,159. No. of Boarders 8, paying about £42 per annum, and 98 Day Pupils, paying about £10 per annum. Goodwill one term's fees. School and household furniture at valuation if desired.—No. 7,104.

Herts.—Partner required in Boarding and Day School for Girls. Established several years. Gross receipts past year £1,700. No. of Boarders 5, paying 60 guineas a year, and 50 Day Pupils, paying 3 to 5 guineas a term. Extras £200. Price for Half Share by arrangement.—No. 7,094.

Somerset.—High-class Boarding and Day School. Gross receipts past year £2,000. No. of Boarders 17, paying about 78 guineas, and 30 Day Pupils, paying up to 7 guineas a term. Price for Goodwill by arrangement.—No. 7,090.

Sussex (Seaside).—Old-established Boarding and Day School for Girls. Gross receipts past year about £1,500. No. of Boarders about 26, paying up to 70 guineas a year, and about 25 Day Pupils, paying up to 5 guineas a term. The Vendor would accept one term's fees by way of Goodwill. School and some household furniture at valuation.—No. 7,011.

Lancashire (Seaside).—High-class Boarding and Day School for Girls and Small Boys. Established over 30 years. Gross receipts past year £2,329. There are 17 Boarders and 43 Day Pupils, bringing in about £500 per term. Price for Goodwill about £1,000. School furniture £350. Household furniture at valuation.—No. 7,002.

London (W.).—Day School for Girls, with Preparatory Department for Boys. Gross receipts about £700. No. of Pupils 95. Price for Goodwill to be arranged.—No. 7,097.

Devon.—Old-established Boarding and Day School for Girls, few Boys also taken. Gross receipts about £1,500. No. of Boarders 15, paying £70 to £75 a year, and 20 Day Pupils, paying 9 to 15 guineas a year. Price for Goodwill about £500, furniture, &c., about £1,300. Easy terms of payment would be accepted.—No. 7,086.

BOYS' SCHOOLS.

London (S.W.).—Old-established Flourishing Boys' Boarding and Day School. There are 110 Pupils, of whom 17 are Boarders. Fees for Boarders 63 guineas a year, and Day Pupils pay about £12 a year. Price for Goodwill £1,500. School furniture at valuation. The Vendor would be willing to accept about £3,000 for the Freehold of House, Goodwill of School, and School Furniture.—No. 8,007.

Surrey.—Most successful Boys' Preparatory School. No. of Boarders about 30, paying 90 guineas per annum plus 10 per cent., and 52 Day Pupils, paying about 12 guineas a term. The Vendor is asking £20,000 for the place as it stands, Goodwill, Furniture, House, School Building, &c.—No. 8,001.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—
GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 271.

CHURCH OF ENGLAND TRAINING COLLEGE, CHELTENHAM.

ST. MARY'S HALL.

A Lady VICE-PRINCIPAL will be appointed, to commence duties in September. Commencing salary £350, with board and residence. Candidates must be Graduates under 45 years of age and members of the Church of England (Evangelical). Applications, with copies of three recent testimonials, to be sent not later than May 1st to the Rev. the PRINCIPAL, The Training College, Cheltenham.

TYPEWRITING and Duplicating, MSS., &c.; accurate, prompt. — MILNER, 18 Cardigan Street, Cardiff.

HECKMONDWIKE SECONDARY SCHOOL.

Wanted, to commence duties in September, an ASSISTANT MASTER with good qualifications in Chemistry (Mathematics subsidiary). An advanced course in Science and Mathematics is recognized in the School.

Salary begins at from £180 to £300 according to qualifications and experience, and rises to £450. Applications to be made on forms which can be obtained from the HEAD MASTER at the School.

BATTERSEA POLYTECHNIC,

LONDON, S.W.11.—The Governing Body invite applications for the appointment of MISTRESS of METHOD and LECTURER in PSYCHOLOGY (with Honour Degree or its equivalent) for the Domestic Science Training College. Salary £340 to £440 in accordance with the L.C.C. scale. Applications should be lodged not later than May 10th, 1920. For particulars of the appointment send stamped addressed envelope to the SECRETARY.

CHELMSFORD COUNTY HIGH SCHOOL.

—MISTRESSES wanted for September. (1) Senior Science (Botany and Chemistry). Good experience essential. (2) English with subsidiary Mathematics. Salary, in each case, on revised County scale, according to qualifications and experience. Apply to HEAD MISTRESS, Miss BANCROFT.

Posts Vacant—continued.

GUILDFORD EDUCATION COMMITTEE.

COUNTY SECONDARY SCHOOL FOR GIRLS.

Wanted in September:—

- (1) SENIOR HISTORY MISTRESS.
- (2) SENIOR ENGLISH MISTRESS. Subsidiary Scripture desirable.
- (3) SECOND SCIENCE MISTRESS. Good Physics essential. Botany and Mathematics desirable as subsidiary subjects.

For (1) and (2) an Honours Degree or equivalent and experience are essential. Scale salary: Graduates' minimum £150, maximum £320. Non-Graduates' minimum £120, maximum £240; in each case with £45 bonus (decreasing as increments become due) making total salary for first 5 years £195 and £165 respectively. Allowance for previous service up to 10 years. Form of application to be obtained from and to be returned to—

F. S. TOSSWILL,
 Education Office, Guildford.
 Clerk to the Governors.
 22.3.20.

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free. — Dutton's College,
 Desk T 97, SKEGNESS.

CALDER GIRLS' SCHOOL,

SEASCALE, CUMBERLAND (near Lake District).—Wanted, in September, an ENGLISH MISTRESS. Honours degree or equivalent essential. Initial salary from £170, according to qualifications and experience. Apply, with full particulars and testimonials, to the HEAD MISTRESS.

ST. KATHERINE'S, MORTIMER

HOUSE, BRISTOL.—Wanted, in September, (1) SENIOR ENGLISH MISTRESS, (2) SCIENCE MISTRESS, (3) JUNIOR SCHOOL MISTRESS. Salaries according to scale. Candidates must be Church of England. Apply—HEAD MISTRESS.

Posts Vacant—continued.

ISLE OF ELY EDUCATION COMMITTEE.

MARCH HIGH SCHOOL.

Wanted in September:—

- (1) SCIENCE MISTRESS. Chief subjects: Botany and Geography. Initial salary: Graduate, £175 to £235; Non-Graduate, £150 to £210, according to experience, with £10 annual increment. Maximum not yet fixed.
- (2) DRILLING MISTRESS. Gymnastics, Games, Dancing, and some Junior work. Initial salary, £140 to £200, according to experience, with £10 annual increment. Maximum not yet fixed.

Apply immediately to HEAD MISTRESS.

REQUIRED in September, 1920:

Resident MISTRESS to teach Botany and Mathematics. University degree or equivalent essential. Salary £95 to £120, according to qualifications and experience.

Resident MISTRESS to teach History and some Latin. University degree or equivalent essential. Salary £95 to £120, according to qualifications and experience.

Resident MISTRESS for Junior Forms. Froebel Honours Certificate desirable; able to offer good Mathematics. Salary £95 to £110, according to qualifications and experience.

Application should be made to Miss DEWAR, The Laurels, Rugby.

THE HULME GRAMMAR

SCHOOL FOR GIRLS, OLDHAM.—Wanted in September a SPECIALIST in ENGLISH (Oxford Final Honours preferred). Also two Graduates for general work in the Lower and Middle Forms. Good French or good Arithmetic essential. Salaries £160 to £350. Apply to the HEAD MISTRESS.

LONDON (ROYAL FREE HOSPITAL) SCHOOL OF MEDICINE FOR WOMEN.

UNIVERSITY OF LONDON.

PHYSICS DEMONSTRATOR required for 1st October. Salary £200, rising to £220. Coaching fees additional. Further particulars from undersigned, to whom applications should be sent by 4th May.

LOUIE M. BROOKS,
 Hunter Street, Warden and Secretary.
 Brunswick Square, W.C.1.

Posts Vacant—continued.**CHESTER EDUCATION COMMITTEE.**

CITY AND COUNTY SCHOOL FOR GIRLS.

Required in September next:—

- (1) A MISTRESS to teach Senior Mathematics (Pure and Applied) up to the standard of Higher Certificate and University Scholarship. Honours degree essential. Experience or training desirable. Salary £200, rising by £20 to a maximum of £360 per annum.
- (2) A MISTRESS to teach History up to the standard of Higher Certificate and University Scholarship. Honours degree essential. Experience or training desirable. Ability to teach other subjects, preferably Latin, up to the standard of Higher Certificate or Junior Geography also desirable. Salary as in (1) above.
- (3) A MISTRESS qualified to take Domestic Science and to organize school dinners. Salary £180, rising by £20 to £280 per annum.

Allowance is made in each case for past service up to a total of ten years at the rate of £10 a year.

Applications, for which no forms are provided, stating age, qualifications and experience, with copies of not more than three recent testimonials, to be sent to me not later than Saturday, 15th May. Candidates who do not hear by 22nd May will kindly understand that their application has not been successful.

A. E. LOVELL,

Director of Education.

Education Offices,

Town Hall, Chester.

10th April, 1920.

COUNTY BOROUGH OF BURNLEY.**MUNICIPAL TECHNICAL INSTITUTE.**

The Committee invite applications for the post of PRINCIPAL of the Municipal Technical Institute. The Institute is at present composed mainly of part-time Evening Classes, but it is contemplated to raise the Institute to the status of a College, and to develop full-time day courses. There are Classes in the following sections:—Chemistry and Physics, Natural Science, Textiles, Engineering, Mining, Building Trades subjects, Literary and Commercial subjects. Domestic subjects.

The School of Art is in organic connexion with the Institute.

The person appointed will be required to devote his whole time to the service of the Committee. Particulars of the conditions of engagement and the duties of the position will be forwarded on receipt of a stamped addressed foolscap envelope. Commencing salary £750 per annum. Duties to commence on or before 1st September, 1920.

A. R. PICKLES,

Director of Education.

BIRKENHEAD EDUCATION COMMITTEE.**COUNCIL GIRLS' SECONDARY SCHOOL.**

Head Mistress—Miss A. F. EDWARDS.

Wanted for September:—

A SENIOR HISTORY MISTRESS, to organize History throughout the School and in a Modern Studies Advanced Course. Good Honours degree or equivalent and experience essential.

A SENIOR MATHEMATICAL MISTRESS, to organize Mathematics throughout the School. Honours degree and experience essential.

Initial salary according to qualifications and experience.

Forms of application may be obtained from the Secretary. Further particulars may be had from the Head Mistress. Canvassing will be considered a disqualification.

ROBERT T. JONES, Secretary.

Education Office.

Town Hall, Birkenhead.

31st March, 1920.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten free of charge for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post. Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London W.C. 1.

THE UNIVERSITY OF LEEDS.**DEPARTMENT OF FRENCH LANGUAGE AND LITERATURE.**

Applications are invited for appointment to an ASSISTANT LECTURESHIP in French Language and Literature. Salary £300. Particulars may be obtained from the SECRETARY, The University, Leeds.

Posts Vacant—continued.**MESSRS. GRIFFITHS, POWELL & SMITH,**

Educational and School Transfer Agents (Established 1883).

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: GERRARD 7021.

Kindly note New Address—

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at

34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

TO ASSISTANT MISTRESSES.

Immediate and Autumn Term Vacancies.

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

ENGLISH, GENERAL FORM AND OTHER VACANCIES.

Assistant Mistress for Mathematics, Science, Literature, and Drawing. Work up to Senior Cambridge standard. Salary £80 resident. (Devon.)—No. 805.

Assistant Mistress with B.A. degree for General Form Work. Salary according to experience and qualifications. (Lancs.)—No. 804.

British Columbia.—Middle Form Mistress wanted in September. Able to take some Senior English as far as Lower Sixth Form. Salary £180 resident, or £300 non-resident.—No. 798.

Canada.—Experienced English Mistress wanted in September. Good English, some French and Arithmetic, or Drawing. Salary £110 resident.—No. 791.

Two Assistant Mistresses for County Secondary School. (1) Modern Geography; Mathematics subsidiary. (2) History. Salary according to County scale, non-resident. (Suffolk.)—No. 790.

Assistant Mistress for General English Subjects. Music desirable. Salary about £140 resident. (London.)—No. 785.

Assistant Mistress for Modern Geography and Arithmetic for Junior Cambridge Exams. Salary £75 resident, or more if able to offer Art. (Norfolk.)—No. 784.

Assistant Mistress for History, Junior Geography, and Latin. The History should be to Matriculation standard. Salary £75. (Surrey.)—No. 782.

Mathematical Mistress wanted in September. Graduate or equivalent. Salary £150 resident. (Worcester.)—No. 780.

Resident Mistress for Preparatory School. English, Games, and Drill. Salary £80. (Yorks.)—No. 778.

Assistant Mistress wanted in September to take girls of 14 in English subjects. Degree desired. Resident or non-resident. Salary according to qualifications. (London.)—No. 776.

Assistant Mistress for Botany to Matriculation standard and some English subjects. Salary £80 resident. (Berks.)—No. 774.

Three Assistant Mistresses wanted in September for County Secondary School. (1) French Mistress. Honours degree essential. (2) Science Mistress. Chief subject, Botany. (3) Geography Mistress. Degree or diploma essential. Salaries according to County scale. (Northants.)—No. 770.

Assistant Mistress wanted for English Advanced History, Modern Geography. Salary £200 to £380, according to qualifications. (Wales.)—No. 767.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses. 150 posts for Junior Mistresses asking salaries of from £25 to £40 resident.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board Residence, and Educational advantages in return for services.

Particulars of suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 312 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address "Scholasque, Weststrand, London."

Telephone: Gerrard 7021.

Two Assistant Mistresses wanted, to take between them general English, Latin, and Mathematics. Salary about £100 each resident. (Sussex.)—No. 761.

English Lady wanted in September to teach French. Must hold degree and have acquired French abroad. Salary for Honours degree, £180 to commence; pass degree, £160, rising by £15 per annum to £360 and £350 respectively. (Yorks.)—No. 759.

Assistant Mistress, Graduate or equivalent, to teach Chemistry to Senior Cambridge standard and assist with Arithmetic. Salary £175 to £300. Secondary School. (Suffolk.)—No. 751.

Two Assistant Mistresses wanted, to take between them General Form Subjects, with Botany or Mathematics. Salary about £100 each resident.—No. 740.

Form Mistress wanted for Science and Mathematics. Salary £180. (Somerset.)—No. 734.

Assistant Mistress wanted in September, to take French to Matriculation standard throughout the School. Salary £80 resident. (Herts.)—No. 718.

Assistant Mistress wanted for Junior Form Work. Salary £80 resident. (Lancs.)—No. 687.

Form Mistress wanted in September to teach English to Matriculation standard. Salary £90 resident. (Sussex.)—No. 675.

MUSIC VACANCIES.

Music Mistress for Piano chiefly. L.R.A. or A.R.C.M. Salary £70 resident. (Kent.)—No. 792.

Experienced Music Mistress, temporary, for this term, but, if suitable, permanent for September. Piano and Violin. Salary £160, less £50 for board and residence, rising by £10 per annum. (Wales.)—No. 788.

Junior Music Mistress wanted. Salary £70 resident. (Worcester.)—No. 781.

Music Mistress wanted in September. Piano and Class Singing. Secondary Day School, recognized by Board of Education. Salary £160 non-resident, rising by £10 to £250. (Yorks.)—No. 758.

Music Mistress, L.R.A.M. or equivalent. Piano chief subject. Salary £100 resident. (Midlands.)—No. 743.

Music Mistress, L.R.A.M. or equivalent. Good Piano. Salary £100 resident. (Scotland.)—No. 723.

Canada.—Art Mistress wanted in September. Must be experienced. Salary £100 resident and passage paid.—No. 610.

Posts Vacant—continued.**EDUCATIONAL VACANCIES IN COLONIAL SERVICE.**

THE Secretary of State for the Colonies has the following vacancies at his disposal for Educational Officers in the Colonial Service.

Intending applicants should write to the Assistant Private Secretary (Appointments), Colonial Office, Downing Street, S.W. 1, for the necessary form of application **without delay** as the vacancies will be filled as soon as possible. Candidates applying for more than one post should state order of preference on application form. Candidates must have served in some branch of His Majesty's Forces during the late war, unless their reasons for not doing so are entirely satisfactory to the Secretary of State for the Colonies.

(1) Royal College, Mauritius.

(a) **MATHEMATICAL MASTER.** Salary 6,000 rupees.

(b) **SCIENCE MASTER.** Salary 5,000 rupees per annum, (present value of rupee—2/-). Free quarters **not** provided.

Candidates should be graduates of a British University preferably, with Honours.

(2) Medical College, Ceylon.

(a) **LECTURER IN CHEMISTRY.**

(b) **LECTURER IN PHYSICS.**

Salary in both cases £400-£25-£500 with temporary allowance of £90 per annum (pending revision of salaries).

Free quarters are not provided and no private practice allowed. The lecturers will have complete charge of courses of instruction in their respective subjects to (i) Medical Students of Ceylon Medical College, (ii) Science teachers of Educational Department, (iii) External Students up to London B.Sc. pass Standard.

Qualifications.—Should be graduates of British Universities with Honours in, for (a), Chemistry, for (b), Physics, and a knowledge of, for (a), Physics, for (b), Chemistry as subsidiary subject. Candidates should be unmarried. Free passage provided.

(3) Royal College, Colombo, Ceylon.

SCIENCE MASTER. Salary £400 per annum, plus temporary increase of £90, rising by £25 annually to £500, plus temporary increase of £80.

Qualifications.—Good Honours Degree in Chemistry of any British University; competent to teach Physics at least to Standard of London Intermediate Examination in Science.

Duties.—May be required to teach in any School or College in Ceylon.

All above mentioned appointments are on three years' probation in first instance, then become permanent and pensionable on confirmation.

Free passage provided.

(4) Straits Settlements and Federated Malay States.

(a) **TWO MASTERS** are required in the Straits Settlements to teach Physics, Chemistry, and Mathematics (Algebra and Geometry), as required for the Cambridge Senior Local Examinations.

(b) **ONE ASSISTANT MASTER** is required at the Malay College, Kuala Kangsar, Federated Malay States, to teach Elementary Science, and to assist in teaching English Subjects, and (when qualified) the Malay language.

Candidates for 4 (a) and (b), should be graduates of a British University with Honours degree in Natural Science and possessing teaching experience.

These appointments will be on four years' probation in the first instance, with initial salary of from \$400 per mensem to \$440 per mensem, according to age and qualifications. The salary rises by annual increments of \$20 per mensem. If service is satisfactory, the officer will, on expiration of the probationary period be placed on the permanent establishment. The maximum salary is \$660 per mensem, and there is a strict efficiency bar at \$560 per mensem. No duty allowance or war bonus is given. The present value of the dollar, for the payment of leave, salary, and pension is 2s. 4d., but this rate is liable to alteration. Free passages to the Malay Peninsula are provided. At the present rate of exchange, the sterling equivalent of the salary is £560 per annum to £616 per annum, rising by annual increments of £28 to £924, with efficiency bar at £784.

(c) In addition there are five vacancies in the Straits Settlements, and four in the Federated Malay States, for European MASTERS, to teach the usual English subjects and Mathematics (Geometry and Algebra), as required for the Cambridge Senior Local Examinations. These Masters may also be required to teach Latin.

Candidates should be graduates of a British Uni-

Posts Vacant—continued.

versity with an Honours Degree and possessing some teaching experience.

The salaries and other conditions of these appointments are the same as for 4 (a) above.

(5) Fiji.

A FIRST ASSISTANT MASTER is required for the Boys' Grammar School, Suva. The appointment will be in the first instance for three years, but is subject to renewal. Salary £400 per annum (without quarters). Free first-class passage to Fiji. Required to teach, primarily, Science and Mathematics. May be required to organize and supervise School Games and to take charge of the Cadet Corps.

Applicants must be graduates of a British University and have had successful experience as teachers of Science and Mathematics in a Secondary School.

(6) West Indies.

(a) **ASSISTANT AND SCIENCE MASTER.** Boys' Secondary School, Grenada. Three years' agreement. Salary £250-£10-£350, plus £50 allowance in lieu of quarters. Free passage. Bachelor preferred.

Qualifications.—A Science Degree, preferably in Honours; knowledge of French, and Agricultural Science if possible.

(b) **ASSISTANT AND SCIENCE MASTER.** Dominica Grammar School. Salary either (1) if Science graduate £250-£10-£350, or (2) if passed Intermediate for Sc. degree or similar Standard £200-£10-£300, pensionable.

For both 6 (a) and (b), £40 lodging allowance and free passage provided.

BOROUGH OF KINGSTON-UPON-THAMES.**THE TIFFIN GIRLS' SCHOOL.**

Wanted in September next, the following MISTRESSES:—

(1) **ENGLISH MISTRESS.** Honours degree and training desirable. Games a recommendation. Initial salary from £195 to £260, according to experience, rising to £320, according to the Surrey scale.

(2) **DOMESTIC ECONOMY MISTRESS.** special subject. Needlework.

(3) **DRILL MISTRESS.**

Initial salary for the two latter Mistresses from £165 to £220, according to experience, rising to £240, according to the Surrey scale.

Applications, with copies of three recent testimonials and names of three references, to be sent to the HEAD MISTRESS at the school.

H. T. ROBERTS, B.A.,

Education Secretary.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.

MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated), EDINBURGH.**APPOINTMENT OF HEAD MISTRESS.**

Owing to the resignation of Miss Stevenson on her appointment as District Inspector of Schools under the London County Council, the Council of St. George's School invite applications for the post of HEAD MISTRESS, which will be vacant in September. Candidates must hold a University degree or a Certificate from the University of Oxford or Cambridge equivalent to a degree, and must have had suitable experience in the work and organization of a Secondary School, and have taken a course of professional training for Secondary School work. Salary £650, rising by annual increments of £25 to £800.

Forms of application may be obtained (by letter only) from Miss ELIZABETH B. MITCHELL, Hon. Secretary, St. George's School for Girls, Murrayfield, Edinburgh, to whom applications and testimonials should be forwarded before 17th May, 1920.

COUNTY HIGH SCHOOL, ILFORD.

Required a MASTER, to be responsible for Geographical work throughout the School. Graduate. Commencing salary £200 to £275, according to experience and qualifications. Increments and maximum according to County scale (Grade I).

Applications to be made on forms to be obtained by sending stamped addressed foolscap envelope to the CLERK TO THE GOVERNORS.

CORK HIGH SCHOOL.—Wanted, in September, ASSISTANT MISTRESS to teach French. Apply, stating age, salary, experience, subsidiary subjects, to HEAD MISTRESS.

Posts Vacant—continued.**COUNTY BOROUGH OF SOUTHPORT.****SECONDARY SCHOOL FOR BOYS.**

Head Master: G. A. MILLWARD, Esq., M.A.

The Governors of the above School invite applications from ASSISTANT MASTERS for a new Secondary School for Boys, which it is proposed to commence in temporary premises in September next at the Woodlands, Lord Street, pending the erection of a new School with accommodation for 500 boys, which is to be proceeded with immediately on a site of 15 acres on the Sea Front.

It is intended that the School shall be conducted as far as possible after the manner of a Public School for Day Boarders, for which purpose the new School Buildings have been specially designed, and it is therefore desirable that some of the Candidates should have had Public School experience. They should be qualified to teach one or more of the following subjects:—English, History, Geography, Mathematics, Science, and French.

Initial salary, according to qualifications and experience, within the limits £200 to not less than £450.

Forms of application may be obtained from the undersigned, and should be returned not later than 22nd May, 1920.

WM. ALLANACH,

Correspondent and Director of Education.

Education Offices,
2 Church Street, Southport.

GIRLS' GRAMMAR SCHOOL,

HITCHIN. — Wanted in September:—

(1) SENIOR SCIENCE MISTRESS, Physics and Chemistry, subsidiary Mathematics desirable.
(2) SENIOR MATHEMATICAL MISTRESS,
(3) SENIOR FRENCH MISTRESS, subsidiary German desirable, (4) HISTORY MISTRESS, subsidiary Scripture or Mathematics desirable. Salary according to experience and qualification, Graduate scale £150-£10-£300, or possibly £350. Apply—HEAD MISTRESS.

CENTRAL FOUNDATION

GIRLS' SCHOOL, SPITAL SQUARE, LONDON, E.1.—Wanted, in September, LOWER SCHOOL FORM MISTRESS (Form II) to take also Needlework throughout school. Secondary School experience essential. Salary £180 to £236 initial, according to experience. Write to HEAD MISTRESS for application form, enclosing stamped addressed envelope.

NORWICH EDUCATION COMMITTEE.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, in September 1920, a Graduate MISTRESS to teach Geography, and to organize this subject throughout the School. Salary, min. £200, rising to a max. of £360 by annual increments of £15. Initial salary according to qualifications and experience.

Forms of application may be obtained from the undersigned. D. O. HOLME,

Secretary for Education.

Education Offices,
Castle Chambers, Norwich.

JAMES ALLEN'S GIRLS' SCHOOL, EAST DULWICH GROVE, S.E.22.

Wanted in September:—

(1) SCIENCE MISTRESS. Subjects: Physics (Advanced Course), Chemistry, Mathematics.
(2) MODERN LANGUAGE MISTRESS. Subjects: French (junior) and German.
(3) JUNIOR MATHEMATICS MISTRESS, specially qualified to teach Lower School Arithmetic and elementary Mathematics.
Honours Degrees and training or experience desirable.

(4) GYMNASTICS AND GAMES MISTRESS. Salaries L.C.C. Scale.

Applications, enclosing stamped addressed envelope, to reach HEAD MISTRESS by May 7th.

NUNEATON HIGH SCHOOL.

Wanted in September:—

(1) Two FRENCH MISTRESSES. Knowledge of Phonetics and experience of Direct Method essential.

(2) MATHEMATICAL MISTRESS, to teach in Upper and Middle School.

(3) DRILL AND GAMES MISTRESS.

(4) JUNIOR SCHOOL MISTRESS (Froebel qualification essential), to teach Geography, History, and Art in Junior School.

Salary according to Warwickshire County Council scale.

Apply—HEAD MISTRESS.

TYPEWRITING.—Authors' MSS., Examination papers, Letters, Circulars, general copying, duplicating, &c. — J. TRIMWELL, 8 Moira Terrace, Cardiff.

THE JOINT AGENCY FOR WOMEN TEACHERS,

OAKLEY HOUSE,
14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.1.

Teachers seeking Posts in Public and Private Schools and Training Colleges for September should apply at once to the Registrar.

The following are selected from the posts vacant:—

SCIENCE AND MATHEMATICS.

- Public School in Lancashire. Junior Science Mistress for elementary Physics, Chemistry, Mathematics. JA 19757
County School in London, W. Two Mathematical Mistresses, one to organize. Salary scale (£160—£170)—£10—£—. JA 19788
High School in Glos. Mathematics. Subsidiary subjects to be arranged. Salary scale begins at £190. JA 19799
High School in Suffolk. Science Mistress for Chemistry and Botany. Good degree. Salary £220—£250. JA 19803
Grammar School in Lancashire. Mathematics and Science. Honours degree preferred. Salary scale £160—£350. JA 19813
Public School in Wiltshire. Mathematics and Junior House Mistressship. Degree. Salary £150 resident. JA 19834
High School in Essex. Physics and Chemistry for Advanced Course. Salary scale (£175—£185)—£10—£—. JA 19864
High School in Staffordshire. Mathematics for Scholarship work. Honours degree. Salary scale £180—£330. JA 19896
High School in Norfolk. Science Mistress to organize and teach Chemistry and Physics. Desirable: Botany and Nature study. Salary scale £160—£10—£300. JA 19928

GEOGRAPHY.

- Public School in Scotland. Geography. Some English or History. Salary scale £180—£10—£300. Allowance for long railway journeys. JA 19892
High School in Yorkshire. Geography. Some English or Mathematics. Salary from £150. JA 19893
High School in Derbyshire. Geography and elementary Mathematics or Latin. Degree or Diploma. Scale: Graduate, £160—£350; non-Graduate, £130—£220. JA 19898
County School in Northants. Geography Mistress with Degree or Diploma. Initial salary £130 to £170 or more. JA 19932

CLASSICS.

- High School in Essex. Latin, subsidiary French. Training desirable. JA 19713
Public School in the Midlands. Classics. Age not under 24. Salary scale (£170—£200)—£10—£300. JA 19741
Public School in Staffordshire. Senior Classical Mistress. Minimum salary £210. JA 19837
Public School in Wales. Latin, some History, junior Mathematics. JA 19872

ENGLISH AND HISTORY.

- High School in Herefordshire. English. Honours degree, Oxford preferred. Salary scale (£150—£180)—£10—£300. JA 19742
Public School in Lancashire. English, Advanced Course. Salary about £250. JA 19756
Public School in the Midlands. Second English Mistress. Degree, training desirable. Salary rising to £350. JA 19768
Public School in Berks. English in Middle School, some Latin. Honours degree or good Pass. Salary £180—£210. JA 19778

- Public School in Lancashire. History. Salary scale £150—£250, and bonus. JA 19786
Public School in Dorset. English, Scripture desirable. Degree. Churchwoman. Salary from £90 resident. JA 19835
High School in Gloucestershire. Senior History Mistress. Oxford, Cambridge, or London, preferred. Experience. Salary scale £180—£10—£350. JA 19850
Grammar School in Herts. History and junior Mathematics. Salary scale (£150—£170)—£10—£300 or £350. JA 19856
High School in Yorkshire. Second History Mistress. JA 19859
Public School in Surrey. English. Honours degree and training. Age under 30. Salary £195—£260. JA 19876
High School in Derbyshire. Mistress to organize the English. Oxford or Cambridge woman preferred. Salary scale £160—£350. JA 19897
Grammar School in Midlands. History. Temporary post for one year. Salary scale £160—£10—£300. JA 19934

MODERN LANGUAGES.

- High School in Herefordshire. French. Honours degree and residence abroad. Salary scale (£150—£180)—£10—£300. JA 19743
High School in Devonshire. French to Higher Certificate Standard. Some English or Scripture. Degree, training or experience. Salary scale £180—£10—£300 or more. JA 19745
High School in Yorkshire. French for Middle and Lower School. History or Needlework desirable. Degree, training or experience. Salary scale (£160—£180)—£15—£350 or £360. JA 19796
Grammar School in Lancashire. French, English, or Class Singing. Honours degree preferred. Training desirable. Salary scale £160—£10—£15—£350. JA 19814
Public School in Bedfordshire. Two Mistresses for French. Phonetics. Advanced Course for one. Experience. JA 19819
Girls' Public School in London, S.E. French (junior), German. Honours degree, training or experience desirable. L.C.C. salary scale. JA 19869
Girls' High School in Staffordshire. French, perhaps German. Honours degree. Phonetics. Salary scale £180—£330. JA 19895
Municipal High School in Yorkshire. French. Honours degree. Salary scale £150—£10—£330. JA 19924
High School in London, E. Senior Modern Languages Mistress. Degree. Salary scale £150—£300. JA 19927

FORM POSTS.

- Public School in Lancashire. Junior English. Games essential. Age about 25. JA 19787
High School in the West of England. General Form work. Geography desirable. JA 19794
High School in Cheshire. Middle School General subjects and Art. Salary scale £150—£20—£350. JA 19866
High School in Yorkshire. Junior Form Mistress who can offer Mathematics and History. Salary £165. JA 19880

- Boys' School in Kent. Upper Second Form. Ages 10½ to 12. Geography or Conversational French or Nature study and Handwork needed. Games desirable. Experience. Salary scale (£150—£180)—£10—£280 or £350. JA 19887

PRIVATE SCHOOL POSTS.

- Private School in N. Devon. Mathematics, Geography, Botany. Degree and training desirable. Churchwoman preferred. Salary about £100 resident. JA 19825
Private School in Surrey. (1) French, (2) Classics. Good salaries. JA 19773, 19854
Private School (100 pupils) in Nottinghamshire. French throughout School. Honours degree, Oxford preferred. Salary £100—£110 resident. JA 19901
Private School (100 pupils) in Bucks. Good English Mistress. Oxford or Cambridge woman preferred. Good salary, resident. JA 19933
Private School on Sussex Coast. Mathematics and Botany. Degree. Churchwoman preferred. Salary from £100 resident. JA 19816
Private School (160 pupils) in S. Devon. Mistress for Mathematics and a little History. Salary from £90 resident. JA 19916

KINDERGARTEN AND JUNIOR FORM POSTS.

- High School in Sussex. Mistress for Form I or Preparatory. Good Needlework needed. Salary scale £130—£220. JA 19776
Public School in Herts. Form Mistress for children of 10 and 11. Handwork and French needed. Initial salary £140—£160, and rooms. JA 19833
High School in Warwickshire. Form Mistress for children of 8 to 11. History, Geography, Art. JA 19844
County High School in Cheshire. Form I or Kindergarten. Needlework or English desirable. Games essential. Salary from £150. Increments £20. JA 19903
High School in Suffolk. General work for Form I. N.F.U. or similar Certificate. Salary scale £150—£10—£200. JA 19908

ART, MUSIC, GYMNASTICS, DOMESTIC SCIENCE.

- Public School in Channel Isles. Domestic Science Mistress. Salary £70—£80 resident. JA 19465
High School in Notts. Art Mistress for Senior work. JA 19561
High School in Essex. Art Mistress. JA 19865
High School on Yorkshire Coast. Music Mistress for Piano, perhaps Class Singing. L.R.A.M. or A.R.C.M. Salary scale £160—£10—£250. JA 19885
Intermediate School in Mons. Gymnastics and Games. Dancing desirable. Dartford or Bedford training preferred. Salary scale £160—£15—£350. JA 19888
Church of England Convent School in Sussex. Gymnastics, Games. Bedford training preferred. Salary £100—£130 resident. JA 19910

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. **Reference to a post must be made by number.**

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

Posts Vacant—continued.**CITY OF SHEFFIELD**
EDUCATION COMMITTEE.CENTRAL SECONDARY BOYS' SCHOOL.
Principal: Mr. J. W. LIFFE, M.A. (Cantab.).

Applications are invited for the following appointments:—

- (1) SENIOR SUBJECT MASTERS are required for—
- (a) Mathematics } To take charge of the
 - (b) Science } subjects in the Advanced Course.
 - (c) Modern Languages.
- Minimum salary £350 per annum, rising by annual increments of £12. 10s. to a maximum of £550 or £600, according to qualifications and success.

- (2) CLASSICS MASTER.
Minimum salary £250 per annum, rising by annual increments of £12. 10s. to a maximum of £500.

Candidates for the above appointments must hold a good Honours degree.

- (3) MATHEMATICS MASTER.
SCIENCE MASTER (Physics and Chemistry).
FRENCH MASTER (knowledge of Spanish or Russian an advantage).
GERMAN MASTER.
ENGLISH MASTER.

Candidates for these appointments must be Graduates. Minimum salary £220 per annum, rising by annual increments of £12. 10s. to a maximum of £450.

- (4) ART MASTER. A trained Master, with good qualifications.
Minimum salary £200 or £220 per annum, rising by annual increments of £12. 10s. to a maximum of £400 or £450, according to qualifications and success.

Certain previous experience in like capacity under other Authorities may be counted in fixing the commencing salary, and, in the case of the holders of the Secondary School Teachers' Diploma, one year's training for such diploma after graduation will be counted as two years of service.

Applications in the first place to be made to the PRINCIPAL not later than the 5th May, 1920.

PERCIVAL SHARP,
Director of Education.Education Office,
Sheffield.**CITY OF SHEFFIELD**
EDUCATION COMMITTEE.CENTRAL SECONDARY SCHOOL FOR GIRLS.
Head Mistress: Miss F. M. COUZENS, B.A. (Lond.).

Applications are invited for the following posts vacant in September:—

- (1) SENIOR ENGLISH MISTRESS. Applicants must hold Honours degree or its equivalent, and must be able to undertake the main part of the English work in an Advanced Course in Modern Studies, and to organize and supervise the subject throughout the school.
- (2) SENIOR MATHEMATICS MISTRESS, holding an Honours degree or its equivalent, to organize and supervise the Mathematics throughout the school.
- (3) SCIENCE MISTRESS, qualified to teach Physics and Chemistry.
- (4) FORM MISTRESS, Graduate, with special qualifications in Class Singing.

Salary scale for Senior Subject Mistresses, £300, rising by £10 annually to £440.

For Graduate Form Mistresses, £200 or £225, according to qualifications, rising by £10 annually to £360 or £400. Previous Secondary experience will be taken into consideration in fixing the initial salary.

Application forms, which may be had on receipt of a stamped addressed foolscap envelope, from the undersigned, to be returned to the Head Mistress.

PERCIVAL SHARP,

Director of Education.
Education Office,
Sheffield.**THE TIVERTON GIRLS'**
SCHOOL, DEVON.

Required in September:—

- (1) MISTRESS for Physical Exercises and Games.
(2) MISTRESS for Kindergarten and Transition Department. Fully qualified and trained; preferably experienced.

Salary according to qualifications and experience. Apply to the HEAD MISTRESS.

CRAIGMOUNT, EDINBURGH.

Required in October:—

- (1) MISTRESS (non-resident) to teach advanced English and Latin and junior French.
(2) FRENCH MISTRESS (resident) to teach French and Needlework.

Salary according to qualifications. Apply, with full particulars, to the HEAD MISTRESS.

Posts Vacant—continued.**CITY OF SHEFFIELD**
EDUCATION COMMITTEE.ABBEYDALE SECONDARY SCHOOL
FOR GIRLS.Head Mistress: Miss B. A. TONKIN
(Mod. Lang. Tripos).

Applications are invited for the following appointments to commence in September next:—

- (a) FORM MISTRESSES to teach one or more of the following subjects:—English, Science, Mathematics, French, and German, or Spanish, History, and Geography. Initial salary, according to qualifications and experience; Graduates with good Honours, minimum £225, rising by annual increments of £10 to £400; Graduates, minimum £200, rising by annual increments of £10 to £360; non-Graduates, minimum £180, rising by annual increments of £10 to £320.

- (b) PHYSICAL EXERCISES and GAMES MISTRESS. Initial salary according to qualifications and experience, minimum £180, rising by annual increments of £10 to £320.

Certain previous experience in like capacity under other Authorities may be counted in fixing the commencing salary, and in the case of holders of the Secondary School Teachers' Diploma, one year's full training for such Diploma after graduation will be counted as two years' service.

Forms of application may be had from the undersigned on receipt of a stamped addressed foolscap envelope.

PERCIVAL SHARP,
Director of Education.
Education Office,
Sheffield.
7th April, 1920.**CITY OF SHEFFIELD**
EDUCATION COMMITTEE.

PUPIL TEACHER CENTRE.

Principal: Mr. JOSEPH BATKY.

Wanted, as early as possible:—

- (1) FORM MASTER, well qualified to teach Chemistry.
(2) FORM MISTRESS, well qualified to teach French.
(3) FORM MASTER, well qualified to teach Mathematics.
(4) A FORM MASTER and several FORM MISTRESSES, who are requested to state their particular qualifications.

Salaries according to the Sheffield scale:—Men: non-Graduate, £200 to £400; Graduate, £220 to £450. Women: non-Graduate, £180 to £320; Graduate, £200 to £360.

In determining the commencing salary, allowance may be made for some previous service.

Applications, to be made on forms which may be had from the undersigned, on receipt of a stamped addressed foolscap envelope, should be returned to the Principal, not later than 5th May, 1920.

PERCIVAL SHARP,
Director of Education.
Education Office,
Sheffield.
22nd April, 1920.**READING EDUCATION**
COMMITTEE.

VOLUNTARY DAY CONTINUATION SCHOOL.

The Committee will shortly proceed to the appointment of SIX ASSISTANT MASTERS for the above-named School. Full particulars of the appointments can be obtained upon application.

(Signed) HENRY T. PUGH,
Clerk to the Committee.
Education Office,
Blagrove Street, Reading.
April, 1920.**THE GIRLS' SCHOOL, NEW-**

BURY.—Wanted for September:—

- (1) MATHEMATICAL MISTRESS to organize most of the work throughout the School. (2) ASSISTANT ENGLISH MISTRESS. (3) GEOGRAPHY MISTRESS to undertake all teaching in Geography. Salaries according to scale and qualifications. Good degrees or Diploma and experience necessary. Apply—HEAD MISTRESS.

HABERDASHERS' ASKE'S

HATCHAM GIRLS' SCHOOL, NEW

CROSS, S.E. 14.—Wanted in September (and, if possible, to begin work at the end of June) MIDDLE SCHOOL FORM MISTRESS, to teach good French and a little English. Honours degree (French) and training. Experience desirable. Initial salary from £170 to £200, according to qualifications and experience. Apply—HEAD MISTRESS.

ST. AIDAN'S SCHOOL, Stroud

Green, N.4.—Wanted, in September, two MISTRESSES, Churchwomen.—(1) Science and Mathematics. (2) History and English. Geography a recommendation. Salary according to qualifications. Apply—HEAD MISTRESS.

Posts Vacant—continued.**BARNESLEY COUNTY**
BOROUGH COUNCIL.APPOINTMENT OF DIRECTOR OF
EDUCATION.

The Education Committee invite applications for the post of Director of Education for the Borough.

The gentleman appointed will be required to advise the Education Committee on all matters pertaining to the administration of Higher and Elementary Education within the Borough, to act as the Committee's Chief Executive Officer, and to be responsible for the superintendence and control of the Committee's administrative and executive office staff.

Other things being equal, preference will be given to candidates with good University qualifications, teaching experience, and who have had previous experience in connection with the administration of both Higher and Elementary Education.

Commencing salary £700 per annum, which will be deemed to include all War Bonuses granted to employees up to the time of appointment.

Canvassing members of the Council, either directly or indirectly, will be considered a disqualification.

Applications, accompanied by copies of three recent testimonials, should be sent to the undersigned, not later than May 8th, 1920, endorsed "Director of Education."

W. P. DONALD,
Town Clerk.**EAST SUFFOLK COUNTY**
EDUCATION COMMITTEE.

FELIXSTOWE SECONDARY SCHOOL.

Wanted at once, an ASSISTANT MASTER for general subjects and an ASSISTANT MISTRESS (Junior Forms). Graduates preferred. Scale salary for Graduates: Men, £190 to £350; Women, £175 to £300. Allowance made for previous experience in fixing commencing salary. Apply on Form 23, not later than 15th May, to W. E. WATKINS, Education Office, County Hall, Ipswich.

NOTTINGHAM HIGH SCHOOL
FOR GIRLS (G.P.D.S.T.).

CLASSICAL MISTRESS required in September, Cambridge Tripos preferred. Salary from £170, according to experience. Apply—HEAD MISTRESS.

PENDLETON HIGH SCHOOL,

MANCHESTER.—Wanted for September, SENIOR MATHEMATICAL MISTRESS. Experience and degree essential. Initial salary £160, plus allowance for such qualifications as experience, training, and good Honours Degree.

HIGH SCHOOL FOR GIRLS,

HALIFAX.

Wanted in September, ART MISTRESS. Good training and qualifications essential. Initial salary from £150 non-resident. Apply—HEAD MISTRESS.

WOOLWICH POLYTECHNIC.

Applications are invited for the following appointments, duties to commence in September next:—

TEACHER OF MATHEMATICS.—Secondary School. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440.

TEACHER OF MATHEMATICS: Junior Technical School. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440.

ASSISTANT LECTURER IN PHYSICS. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440.

Further particulars on application to the PRINCIPAL.

WOLVERHAMPTON HIGH

SCHOOL.—Vacancies for September:—

- (1) SENIOR FRENCH MISTRESS (French native or English Graduate in Honours).
(2) PIANO MISTRESS with modern methods, and able to take Musical Appreciation classes.

Salaries by revised scale, rising to £350. Apply (with photograph, and envelope for return) to HEAD MISTRESS.

INTERMEDIATE SCHOOL,

HENGOD, VIA CARDIFF.

MISTRESSES wanted September:—

- (1) French. Degree or equivalent and training or experience essential. Salary, £200—£15—£360.
(2) Physical Training. Pianoforte a recommendation. Salary, £190—£15—£320.

Apply immediately to HEAD MISTRESS.

MUNICIPAL HIGH SCHOOL,

DONCASTER.—Wanted in September,

FRENCH MISTRESS. Honours degree and training desirable. Direct Method. Salary according to scale, £150 plus £20 (training), rising by £10 to £330. Allowance up to 10 years for previous experience. Apply, stating age, qualifications, and full particulars as to education, to HEAD MISTRESS.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years. The following are some of the Vacancies for Assistant Mistresses for the Summer and September Terms, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ASSISTANT MISTRESS required, in an important Girls' School, recognized by the Board of Education, to commence duties in September, to offer English as chief subject, together with French as a subsidiary. Salary offered, from £100 together with board and res.—No. 16.281.

ASSISTANT MISTRESS, to take up duties in September, in important Girls' School, recognized by the Board of Education, in the Home Counties, to offer Latin and English as chief subjects. Degree essential. Candidates in applying should state subsidiary subjects. Salary up to £300 non-res. according to qualifications.—No. 16.211.

ASSISTANT MISTRESS, to take up duties in September, in important Girls' School in South of England, to teach English as chief subject, together with some French. Post will be non-res. with good salary, according to qualifications.—No. 16.183.

ASSISTANT MISTRESS, to take up duties in September, in important Girls' School, recognized by the Board of Education, in the South-West of England, to offer English and Latin as chief subjects. Degree essential. Salary up to £150, together with board and res.—No. 16.170.

ASSISTANT MISTRESS, in important Girls' Boarding School in South of England, to offer English as chief subject. Candidates in applying should state subsidiary subjects. Degree essential. Salary from £90, together with board and res.—No. 16.151.

Classical Mistresses.

CLASSICAL MISTRESS required, to take up duties in September, in important Girls' Boarding School on the South Coast. Graduate essential. Post will be non-res. and good salary according to qualifications.—No. 16.184.

SENIOR CLASSICAL MISTRESS, to take up duties in September. Graduate essential. Required in an important Girls' School in the Home Counties. Post non-res. and good salary according to qualifications.—No. 16.025.

CLASSICAL MISTRESS, to take up duties in September, in important Girls' High School within easy reach of London. Graduate essential. Salary up to £225 non-res., according to qualifications.—No. 15.964.

CLASSICAL MISTRESS, to take up duties in September, in important Girls' Boarding School, recognized by the Board of Education, within easy reach of London. Salary £170, reduction for board and res.—No. 15.951.

CLASSICAL MISTRESS, in important Girls' School within easy reach of London, to take up duties either now or in September. Member of Church of England essential. Salary £200 non-res.—No. 15.872.

ASSISTANT MISTRESS, to take up duties for coming term, to offer Latin as chief subject. Candidates should state any subsidiary subjects. Salary up to £300 non-res.—No. 15.939.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Mathematical and Science Mistresses.

ASSISTANT MISTRESS required, to take up duties in September, to offer Modern Geography as chief subject, together with some Science (Physics and Chemistry), in important Girls' School, recognized by the Board of Education, in the North of England. Salary £100, together with board and res., or not less than £170 non-res.—No. 16.240.

ASSISTANT MISTRESS, to take up duties in September, to offer Modern Geography throughout the School, in an important Girls' School within easy reach of London. Salary £180 non-res.—No. 16.246.

SCIENCE MISTRESS, to take up duties in September, in important Girls' Boarding School in Home Counties. Physics and Chemistry required. Post could be held either as a res. or non-res. one and in either case a very good salary will be offered, according to qualifications.—No. 16.254.

ASSISTANT MISTRESS, to take up duties in September, to offer Modern Geography as chief subject, together with Botany and Mathematics, in important Girls' School, run on High School lines, within easy reach of London. Post will be res. and salary not less than £100.—No. 15.664.

ASSISTANT MISTRESS, to take up duties in September, to offer Mathematics throughout the School, together with some subsidiary subject, in important Girls' Boarding School in South of England. Salary about £100, together with board and res.—No. 16.249.

ASSISTANT MISTRESS, to take up duties in September, to offer Geography and Botany up to Higher School Certificate Standard, in important Girls' School in the Home Counties. Graduate essential. Salary up to £300 non-res. according to qualifications.—No. 16.212.

SCIENCE MISTRESS, to take up duties in September, to offer Chemistry and Botany, in important Girls' High School in Home Counties. Graduate essential. Salary not less than £220 non-res.—No. 16.019.

Modern Languages Mistresses.

ASSISTANT MISTRESS required, to take up duties in September, to offer French to Higher School Certificate Standard. Honours Degree essential. Candidate required in an important Girls' County School in the Home Counties. Salary up to £220 non-res. according to qualifications.—No. 16.285.

ASSISTANT MISTRESS, to take up duties in September, to offer good French throughout the School, together with some English, in important Girls' High School within easy reach of London. Salary up to £150, together with board and res.—No. 16.266.

ASSISTANT MISTRESS, to take up duties in September, in large Secondary School in North of England, to offer good French. Candidates should state subsidiary subjects. Initial salary £260 non-res.—No. 16.108.

ASSISTANT MISTRESS required, to take up duties in September, to offer Senior French throughout the School. Honours Degree essential. In important Girls' High School in North of England. Initial salary £170, rising by £10 to £250, then by £15 to £320 non-res.—No. 16.014.

ASSISTANT MISTRESS, to take up duties in September, to offer good French throughout the School, together with subsidiary Latin. Degree essential. In important Girls' High School within easy reach of London. Salary up to £225 non-res.—No. 15.985.

Domestic Economy and Gymnastic Mistresses.

DOMESTIC SCIENCE MISTRESS required, to take up duties in September, in important Girls' High School within easy reach of London, to offer Needlework and Dressmaking as her chief subjects. Salary from £65, together with board and res.—No. 16.268.

DOMESTIC SCIENCE MISTRESS, in important Girls' Boarding School in the South-West of England. Fully Certificated Teacher essential. Post could be held either as a res. or non-res. one and in either case a good salary offered, according to qualifications.—No. 16.256.

DOMESTIC SCIENCE MISTRESS, to take up duties either now or in September. Fully Certificated Teacher essential. In important Girls' Boarding School, recognized by the Board of Education, in the South of England. Salary £90, together with board and res.—No. 16.026.

PHYSICAL CULTURE MISTRESS, in important Girls' High School, to take up duties in September. Osterberg or Chelsea training preferred. Salary from £75, together with board and res.—No. 16.269.

ASSISTANT MISTRESS, to take up duties in September, to teach Gymnastics throughout the School, in important Girls' Secondary School in the North of England. Candidates should state subsidiary subjects. Initial salary £160, rising by £10 to £260 non-res.—No. 16.293.

PHYSICAL CULTURE MISTRESS, to take up duties in September, in important Girls' Boarding School in the Home Counties. Dartford or Chelsea Training preferred. Post will be res. and salary not less than £100, together with board and res.—No. 16.006.

Kindergarten and Junior Form Mistresses.

ASSISTANT MISTRESS required, to take up duties in September, to offer good General Junior Form Work, in an important Girls' High School in the Home Counties. Froebel Certificate essential. Salary up to £200 non-res.—No. 16.238.

KINDERGARTEN MISTRESS, to take up duties in September, in important Girls' Secondary School in the Home Counties. Froebel Certificate essential. Salary up to £250 non-res.—No. 16.213.

ASSISTANT MISTRESS, to take up duties for coming term or in September. Candidates must have full Froebel Certificate. Candidate appointed will be required to be Head of the Preparatory Department in large and important Girls' School in the London District. Post could be held either as a res. or non-res. one and in either case a good salary offered.—No. 16.128.

MESSRS. GABBITAS, THRING & CO. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Posts Vacant—continued.**LONDON COUNTY COUNCIL.****COMPULSORY DAY CONTINUATION SCHOOLS.****APPOINTMENT OF PRINCIPALS.**

THE Council invites applications from men and women for appointment as PRINCIPALS of Compulsory Day Continuation Schools to be established under the Education Act, 1918. Applicants will be required to produce evidence of good general education, recognized academical or technical qualifications, teaching or lecturing experience, and organizing ability. Experience in social and welfare work is also desirable.

The scales of salary are as follows, according to size of school:—

Grade I.—Men, £500—£25—£600;

Women, £400—£20—£475.

Grade II.—Men, £500—£25—£650;

Women, £400—£20—£510.

Grade III.—Men, £500—£25—£700;

Women, £400—£20—£550.

Applicants in the service of the Council, who may be selected for these appointments, and who are receiving salary within the limit of the above scales, will be transferred at salaries not lower than their existing salaries.

Preference will be given, in the case of male candidates, to those who have served, or attempted to serve, with H.M. Forces.

Apply (enclosing stamped addressed foolscap envelope) to the EDUCATION OFFICER (T. 3), London County Council, Education Offices, Victoria Embankment, W.C.2. Form T. 3/3 will then be sent, and must be returned by 11 a.m. on 26th May, 1920. Canvassing disqualifies. **JAMES BIRD,**

Clerk of the London County Council.

ROYAL GRAMMAR SCHOOL (GIRLS), CLITHEROE.

Wanted, for September, MISTRESS to teach (1) History, (2) Geography, Honours Graduate preferred. Salary according to the County scale. Apply, stating subsidiary subjects offered, to the HEAD MISTRESS.

ST. ELPHIN'S CHURCH OF ENGLAND SCHOOL, DARLEY DALE.

Wanted, in September, Two MISTRESSES to take between them the following subjects:—Chemistry, Zoology, Botany, Physics, and Middle School Mathematics. The standard in the first four subjects is that of Higher Certificate and University Scholarship. Salary not less than £120 a year resident, with annual increments of £10. Apply to the HEAD MISTRESS, St. Elphin's, Darley Dale, Matlock.

BOARDING-HOUSE MISTRESS.

Wanted, Lady to take over Boarding House for well known Girls' Public Secondary School. Excellent house, 30 boarders, has been full for some years. Some capital required. Address—No. 11, 011. *

TRURO DIOCESAN TRAINING COLLEGE.

Required in September, PHYSICAL TRAINING MISTRESS, fully qualified and trained, and preferably experienced. Salary not less than £100-£150, with board, rooms, laundry. Apply to PRINCIPAL.

STROUD HIGH SCHOOL FOR GIRLS.

Wanted in September, MISTRESS to teach Mathematics and subsidiary subjects. Games a recommendation. Initial salary £190 with addition for training. High Honours degree and experience. Apply—HEAD MISTRESS.

ROEDEAN SCHOOL,

BRIGHTON.—Wanted, in September, two RESIDENT MISTRESSES, one for good Botany and one for English. Experience desirable. Apply—Miss LAWRENCE, No. 3 House, Roedean School, Brighton.

SALE COUNTY HIGH SCHOOL

FOR GIRLS, MANCHESTER.—Wanted, in September, (1) MATHEMATICAL MISTRESS, (2) FIRST FORM MISTRESS, with N.F.U. Games advisable. Cheshire newly revised excellent scale. £20 yearly increment. Apply, before 6th May, HEAD MISTRESS.

CHESTERFIELD GIRLS' HIGH SCHOOL.

Wanted for September:—(1) ART MISTRESS to take charge of subject throughout the school. Fine studio and modern building. Salary according to Derbyshire County Scale.

(2) ASSISTANT MISTRESS for French (with phonetics and some residence abroad), and Middle School Mathematics.

Commencing salary for graduate £160-£260, rising to £350. Apply, stating qualifications and experience, to the HEAD MISTRESS.

Posts Vacant—continued.**COUNTY BOROUGH OF DARLINGTON EDUCATION COMMITTEE.****GIRLS' HIGH SCHOOL.**

Applications are invited for the post of HEAD MISTRESS of the above School, which becomes vacant in September, 1920. The School is a Secondary School, conducted under the Regulations of the Board of Education, and there are at present 410 pupils on the Register. Applicants must be Graduates of a University in the United Kingdom. Commencing salary £425 per annum, maximum and rates of annual increment being at present under consideration. Applications must be on printed form, which may be obtained from the undersigned upon receipt of stamped addressed foolscap envelope, and must be received on or before Monday, 17th May A. C. BOYDE, Director of Education and Secretary, Education Office, Darlington.

LIVERPOOL EDUCATION COMMITTEE.**AIGBURTH VALE HIGH SCHOOL FOR GIRLS.**

Head Mistress: Miss J. L. COATES.

Applications are invited for the posts of:—

(1) SCIENCE MISTRESS. Subjects Botany and Biology. Subsidiary subjects, elementary Chemistry and Physics.

(2) SENIOR ENGLISH MISTRESS. Subsidiary subject, French or Latin.

(3) SENIOR FRENCH MISTRESS. Residence abroad and experience in teaching or training essential.

The salary in each case is in Grade II of the scale of salaries, viz., £160-£200.

Civil Service Bonus at the rate of 30% of salary plus £40 is paid in addition to salary according to scale.

The commencing salary will be fixed according to qualifications and experience.

Forms of application (to be returned not later than the 14th May) and further particulars may be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool.

EDWARD R. PICKMERE,

Clerk to the Local Education Authority.

FROEBEL-TRAINED TEACHER

wanted for small school, sea-side, Wales. Qualified Kindergarten, £60. Good free time. Address—No. 11, 013. *

BRIDLINGTON HIGH SCHOOL

FOR GIRLS.—Required in September, MISTRESSES to teach (1) Mathematics, (2) French, (3) History, (4) Classics. Degree essential. Apply—HEAD MISTRESS.

WEST HAM HIGH SCHOOL,

THE GROVE, STRATFORD, E. 15.—

Wanted, in September, (1) SENIOR MODERN LANGUAGE MISTRESS, (2) SCIENCE MISTRESS to teach Botany throughout the school, and some elementary Chemistry and Physics and Nature Study. Scale £150-£300. Apply—Miss ATKINS, Head Mistress.

LADY ELEANOR HOLLES

SCHOOL, 182 MARE STREET, E. 8.

Vacancies in September:—

(1) ADDITIONAL ASSISTANT MISTRESS for Science (Physics and Chemistry), and Mathematics, mainly in middle forms. Degree or equivalent.

(2) DOMESTIC SCIENCE MISTRESS. Catering for school dinner (day girls) and teaching of Needlework and Cookery.

Initial salary in each case from £180 with allowance for experience, increment by scale, maxima now under consideration.

Apply to HEAD MISTRESS, no special form needed.

BIKKENHEAD HIGH SCHOOL

(G.P.D.S.T.).—Wanted, in September, GEO-

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REVIEWS AND MINOR NOTICES.**AMERICA AND EUROPE.**

- (1) *The National Government of the United States.* By EVERETT KIMBALL. (17s. 6d. net. Ginn.) (2) *A History of the People of the United States.* By WADDY THOMPSON. (6s. net. Harrap.) (3) *European History.* By HUTTON WEBSTER. Vol. I, Ancient Times, 6s. net; Vol. II, Medieval Times, 7s. 6d. net; Vol. III, Modern Times, 6s. net. (Harrap.) (4) *Modern European History.* By C. D. HAZEN. (7s. 6d. net. Bell.)

Louis XIV once remarked that the Pyrénées had ceased to exist. The remark summed up the hopes and aspirations generated in the French king's breast by the succession of his grandson to the throne of Spain. The event did not justify his expectations: the Pyrénées reasserted themselves. The task of levelling them proved to be beyond the power of eighteenth-century diplomacy. To-day one is tempted to say that the Atlantic Ocean has ceased to exist, and one has some confidence in believing that it can never be recreated as a really formidable barrier between the New World and the Old. The ground of one's confidence is partly the faith that twentieth-century diplomacy is superior to that of the eighteenth, and that the political animosities which aggravated the severance due to the "unplumbed, salt, estranging sea" are for ever things of the past. But more particularly it is based on a knowledge of the secure achievements of nineteenth-century science. Men travel now from London to New York in a shorter time than a hundred years ago they travelled from London to Edinburgh, and the journey is less perilous. Aircraft are beginning to bring America as near to England as Ireland was at the date of the Union. The submarine cable, the telephone, and the marvels of wireless telegraphy have completely eliminated the distance which once sundered the Pilgrim Fathers from the Bishop of London; Lombard Street and Wall Street vibrate in instantaneous harmony; American President and British Premier converse as easily as though both were at Paris in conference; the news of each hemisphere is immediately communicated to the whole population of the other.

In these circumstances isolation is no longer possible. However rigidly the principle of the Monroe doctrine may be enforced in politics, it has ceased to be practicable in the sphere of thought. America has become joined to Europe, and Europe to America. A new curiosity moves the minds of the peoples of each of the two continents to know more concerning the neighbours whose interests have become so closely identified with their own. The books before us go a long way to satisfy this legitimate and hopeful curiosity.

(1) Prof. Kimball, in his "National Government of the United States," gives an elaborate, detailed, and authoritative exposition of the actual working of the American constitution. He begins by tracing the historical evolution of the constitution, and makes clear the principles on which it was originally based. Then he proceeds to analyse the powers of President, Congress, and Judiciary; and to treat with wealth of reference and illustration the work of the different departments of State. The central or federal government alone comes within the purview of the volume; those who wish to know about the operation of State and local administrations will have to look elsewhere. But upon its particular subject it says what will probably remain for a long time the last word.

(2) Mr. Waddy Thompson, in his "History of the People of the United States," writes with the avowed purpose of "imbuing the youth" of his country with "the spirit called Americanism," and of "making them more patriotic and more useful citizens." This purpose, which is political rather than educational, and ethical rather than scientific, does not, however, vitiate quite so much as might be supposed the workmanship of what is a fundamentally sound and good book. The author recognizes in the fullest manner the new place which America is beginning to occupy in world affairs, and he is careful to emphasize throughout the relation of the United States to other nations. He ends his study with four excellent chapters

on the recent war and the part which America was called upon to play in it. Numerous maps and illustrations accompany the text.

(3) Prof. Webster, of Nebraska University, in his three-volume "European History," provides for college students and other advanced readers a rapid survey of the history of Western civilization from the remotest times to the present day. The first volume takes the story down to A.D. 476; the second carries it on to A.D. 1763; the third, wholly written since the outbreak of the war, brings it down to the recent treaty of peace. The work as a whole is an excellent example of one of the best types of American textbooks. It is based on extensive experience in teaching, and is therefore marked by careful arrangement and lucid exposition. It is provided with copious suggestions for further reading and with many topics for exercises. It is adorned with all necessary maps and with a fine selection of portraits and pictures.

(4) Prof. C. D. Hazen, of Columbia University, in his "Modern European History," returns to a theme which he has been diligently cultivating for a dozen or more years. In 1910 he published a book entitled "Europe since 1815," which at once was recognized on both sides of the Atlantic as one of the most scholarly and able surveys of the nineteenth century at that time available. In 1919 he incorporated the latter portion of his earlier work, with important supplementary chapters, in a volume entitled "Fifty Years of Europe." Now, once again, a lot of the familiar material appears for the third time in a sort of shepherd's pie. In this latest *réchauffé* the story is commenced in the middle of the eighteenth century. The old régime in Europe is described, the course of the French Revolution is portrayed, and the events which led up to the Settlement of Vienna discussed at length. Then follows the revised history of the century 1815-1914. In conclusion, the war is dealt with and its effects estimated. Germany is severely condemned—the indictment, and with it the book, ending on the solemn note, "The evil that men do lives after them." Prof. Hazen's books have hitherto not been illustrated, but this one contains a fine array of historical portraits and other adornments. It is undoubtedly a first-rate textbook for the period 1789-1919.

THE PSYCHOLOGY OF EDUCATION.

- (1) *Psychology of the Normal and Subnormal*. By Dr. H. H. GODDARD. (25s. net. Kegan Paul.) (2) *The Child's Unconscious Mind*. By Dr. W. LAY. (10s. net. Kegan Paul.) (3) *Lectures on Industrial Psychology*. By B. MUSCIO. Second Edition, revised. ("Efficiency Books." Routledge.) (4) *The Psychology of the Future*. By E. BOIRAC. Translated and Edited by W. DE KERLOR. (10s. 6d. net. Kegan Paul.)

In recent years the science of education has found much to learn from the psychology of abnormal individuals. The study of mental deficiency has thrown light upon the nature and development of the intellectual aspect of the mind; the study of hysteria, neurasthenia, and so-called shell-shock has similarly illuminated the nature and development of the emotional aspect of the mind.

In the Vineland laboratory, Dr. Goddard and his colleagues have during the last fifteen years carried out a series of unique observations upon feeble-minded children. In his new book (1), he endeavours to gather into a systematic survey both the chief facts known regarding the psychology of the feeble-minded child, and the more important inferences that these facts and their explanations suggest regarding the mental development of the normal child. The first and larger portion of his book is a lucid exposition of physiological psychology from this twofold point of view. The second part consists of an application of the conclusions reached to problems of education. In the work of so eminent an American authority it is pleasant to find English work generously recognized. The account of the nervous basis of mental activity follows very closely the lines set forth in McDougall's "Primer of Physio-

logical Psychology"; and McDougall's doctrine of the nature and number of the instincts and emotions is adopted almost *in toto*.

Dr. Lay's account (2) of psychoanalysis and its bearings upon education is neither so clear nor so eclectic. Dr. Goddard's book contains no reference to psychoanalytic writers: Dr. Lay's book refers to hardly any others. In his account of instincts and emotions as providing the basis of character, he follows almost exclusively the doctrines of Freud and his followers. As is now well known, the school of Freud have endeavoured to demonstrate that hysteria and other neuroses are traceable to processes which have taken place in early childhood—to the repression of infantile emotional experiences or to the persistence of infantile emotional attitudes. By deduction the analyses of such patients have revealed much that was unsuspected in the development of the emotional life in abnormal and normal children. Dr. Lay has written for teachers and for parents a somewhat uncritical account of these theories, couched in a style which is at times too technical and at times too popular for the public he is addressing; but he succeeds in indicating, in a way which is often suggestive even where it is not convincing, what changes these theories demand in the traditional training given to children both at home and in school.

Mr. Muscio's book (3) was the first British work to be published on industrial psychology. The first edition was issued three years ago in Australia, and then contained a series of lectures delivered at the University of Sydney, under the auspices of the Workers' Educational Association. The revised edition, now published from London, includes a fuller and more detailed account of scientific management in business; certain smaller changes appear to be the product of a first-hand study of the actual applications of psychology to industrial problems in America, and of direct investigations of these and similar problems in England. Mr. Muscio thus writes with a wide knowledge of industrial conditions in different parts of the world, as well as with a thorough scientific training obtained in one of the newest of the psychological laboratories—namely, the laboratory directed by Dr. Myers at Cambridge.

Every teacher should be familiar with current attempts to analyse the mental factors relevant to industry. In two important directions—the discovery of the occupations for which individuals are naturally most fitted, and the discovery of the best method of raising human output to its maximum level—recent investigations have already furnished striking results; and the solution to such problems, however tentative and however partial, must clearly have an immediate interest for those who wish to lift the work of education to the highest degree of efficiency, and to guide their pupils as they leave the school into the vocations for which each is most fitted. To those who wish for a clear and unbiased account of the aims and difficulties of these new ventures in applied psychology Mr. Muscio's volume may be cordially commended.

The title adopted for the translation of M. Boirac's book (4) is highly misleading. The book deals not with "the psychology of the future," but with "the future of psychical research." "L'avenir des sciences psychiques" is the title of the French original. In such phrases the terms "psychical" and "psychiques" are used in a far narrower sense than the terms "psychology" and "psychological"; they refer primarily to the apparently supernatural phenomena of the mind, such as those underlying the doctrines of spiritualism, telepathy, hypnotism, and clairvoyance.

With the general thesis of the book few psychologists would quarrel. The so-called supernatural phenomena of the mind, the author urges, both deserve and demand scientific study. In particular, he appeals for the application of an experimental technique to the various phenomena; and argues that the proper procedure is to begin with those manifestations that are at once the simplest and most easily determined—such as those of hypnotism and suggestion; and to accept such complex conceptions as those of spiritism only when all other means of interpretation have failed.

Unfortunately, his practice is not on the same high level as

his precepts. He believes, for example, that the living organism generates a "radiating force" capable of acting upon another organism at a distance. This conception plays an important part in his exposition. Yet the few observations he adduces in its support appear to have been carried without regard to the most elementary precaution for eliminating less mystical explanations. An appendix on "The Radiation of the Human Brain" contains the following sentences: "When we look at another human being we send toward him a ray of light from our soul, heavy with anger or soft with tenderness. Evidently, then, our cerebral activity is spread into space . . . Thus the brain can radiate and act far beyond the limits of the human organism." A natural psychological phenomenon is first described with a mixture of pseudo-scientific metaphors; the metaphors are then accepted as literal facts. Such statements can do little to further the cause Dr. Boirac has at heart.

PAST AND PRESENT.

- (1) *The Light of History*. By K. W. SPIKES. (4s. 6d. net. Hodder & Stoughton.) (2) *A Social History of England*. By E. M. WILMOT-BUXTON. (6s. Methuen.)

Although the themes of these two books differ, their purpose is one and the same. It is to interpret the present in the light of the past. Says Miss Spikes: "The aim of this book is to select some of the more important problems of to-day, and to explain in outline, but with clearness, how these have come to be. It is an attempt to help to create sound judgment, and the historical outlook, and especially to give such knowledge of social and international affairs as will enable the student to become a more intelligent citizen of his own State and of the world." In similar vein Miss Wilmot-Buxton, an experienced and skilful teacher of history, writes: "Modern conditions . . . cannot be fully understood till their history is known," and she considers that "the chief value of social history as an educational subject" consists in its use as an interpreter of existing social phenomena.

(1) Miss Spikes seeks light from the history of Europe as a whole. In thirty-seven short chapters she sketches the outlines of Western civilization from the time of the Roman Empire to the present day. One is constrained to ask, however, why nothing at all is said of the earlier light which came from Egypt, Mesopotamia, Judea, and Greece. The modern world cannot be adequately explained by means of any illumination which does not include beams from beyond the Christian era. Confining herself to the Christian era, Miss Spikes shows what permanent contributions to the present order were made by the Romans, the Teutons, the Northmen, and others down to the French Revolutionists, and finally the thinkers and actors of the nineteenth century. She provides an interesting and accurate, though slight and incomplete, sketch of nineteen hundred years of European history. The purpose of the writer gives to the narrative a unity and continuity which is often lacking in brief surveys of so vast a field.

(2) Miss Wilmot-Buxton limits her attention to England, and concerning even England she tells a tale which—like that of "Green's Short History"—does not differ quite so widely from the ordinary political narrative as one might be led by the title to expect. However, the kings and warriors are usefully ignored, and interest is concentrated round "certain lines of development which appear to have affected the community." These lines are traced in chronological sequence in a series of chapters, each of which, as a rule, covers about a century of history. The broad characteristics of the period are seized and vividly described; the permanent importance of the era is indicated. The book makes a convenient companion to the ordinary school textbook, and that all the more because the author has skilfully contrived to embody in her work a large number of quotations from original sources and from contemporary witnesses.

Both these volumes are the product of sound and conscientious labour: and both show evidence of extensive reading, fresh ideas, and balanced judgment.

CLASSICS.

- The Greek Orators*. By Prof. J. F. DOBSON. (7s. 6d. net. Methuen.)

This is an able and conscientious piece of work; the Greek orators are taken in chronological order—from Antiphon to Dinarchus—and we are given a brief account of the life and times of each, a full analysis of the contents of the chief extant speeches, with an examination of their style, followed by a recapitulation of "literary characteristics." Prof. Dobson's scholarship is unquestionable, and, more than this, he has the right taste or feeling. For example, he always tells us the little homely things—and always with just the right touch—that make the different authors, of whom he treats, real and human people for us. Thus he does not forget to tell us that the orator Lysias was the son of Cephalus, "of whom Plato gives us a charming picture in the opening chapters of 'The Republic'" (page 74). We regret, however, that we cannot call the book an unqualified success. It seems to us that Prof. Dobson has attempted to do two things at once, both to write a book for the classical scholar, tracing the growth and decline of Attic oratory from a stylistic point of view, and to give an account for the general cultured reader of the subject-matter of the different orators, with a rough delineation of the style of each. Of either of these two books he could have made a complete success, but the attempt to combine the two was an attempt to combine the incompatible. The acute analysis of style is just what the classical scholar wants (but he wants it in Greek, and not in an English translation, which helps rather to obscure than to elucidate the points), but it tires the general reader and detracts from his interest in the subject-matter. Even as it is, both classes of reader will find a great deal in the book to their liking, though each will find the catering for the other a little irksome at times. It gives an excellent idea of the subject-matter of the various speeches, with all that this means for the student of the times; and when Prof. Dobson is single-minded in his object—as he is in the excellent little summary of the causes which led to the decline of oratory, with which the book ends—his own style improves, and he writes with a masterful lucidity which was never able to shine out clearly in the body of the book owing to the (unnecessary) necessity of serving two masters.

- An Advanced Latin Syntax*. By A. L. FRANCIS and H. F. TATUM. (7s. net. Cambridge University Press.)

This is a book which all classical schoolmasters, especially those of an analytical turn of mind, will read with interest. In many ways it is more adapted to the needs of the schoolmaster than of the pupil (the argument is often too succinct for the latter), but with a good sixth form it should prove a grateful alternative to Buckland Green. As the title implies, it assumes a familiarity with regular Latin syntax, and attempts to bring seeming irregularities and late idioms into harmony with the principles of the language. The authors are to be congratulated upon a very scholarly piece of work, in which they have brought a good deal of original thought to bear upon an oft-treated theme. Occasionally compression leads to some lack of lucidity, but this is an error on the right side. Not the least valuable part of the work are the excellent indexes of words, subjects, and passages.

- Junior Latin Prose*. By H. J. DAKERS. (4s. Rivingtons.)

This is a good book which ought to have been better. It is thoroughly sound and painstaking, but only occasionally—as in the recommendation of oral practice—breaks away from the well-beaten track. In fact, it reminds us of the criticism we once heard of a certain schoolmaster—we all know him—to the effect that he could only teach what he had been taught. Mr. Dakers is really better than this: he shows some originality in his "Introductory Hints," and his choice of pieces for translation into Latin (some of them on the Great War and other modern instances) is proof of a desire to make Latin a real and living thing; but he will not trust his convictions sufficiently, and the result is that he has produced a book containing syntax, exercises, and continuous pieces, on the lines of the well known "Bradley's Arnold," good enough to be compared with that work (and this is, in a sense, high praise), but not sufficiently different in idea to justify its existence as a new publication. It is, however, simpler in standard, and can be thoroughly recommended as a stepping-stone to the more advanced work represented by that book.

EDUCATION.

- Education and Training for the Electrical and Allied Engineering Industries*. (3s. 6d. net. Edward Arnold.)

This report of the Education Committee of the British Electrical and Allied Manufacturers' Association (Incorporated) is welcome as an indication of the growing interest in education among practical men. General education gets its proper share of attention and is well correlated with technical training. The young

people concerned are divided into the four groups: trade apprentices, engineering apprentices, student apprentices, and research apprentices. The previous education of these different types is carefully considered, and the professional teacher will do well to attend to what industrial people think on these matters. It is interesting to see that the size of classes and the insufficient training of teachers are blamed for whatever defects exist. We note with interest the suggested establishment of a new functionary, the apprentice supervisor.

Evening Play Centres for Children. By J. P. TREVELYAN.
(5s. net. Methuen.)

Mrs. Trevelyan's story of the origin and growth of play centres is fitly introduced by the late Mrs. Humphry Ward, who originated them, and did so much to ensure their success. The book is a human history enlivened by all manner of personal evidence from parents, teachers, policemen, magistrates. The need for such centres is abundantly proved, and the reader's heart is wrung when he realizes that thousands of London children are literally locked out of home from the closing of school till seven or even later at night when their parents come back from work. It is not pleasant to read of an employer willing to contribute to the play centre funds in order to relieve himself of the horror of having children systematically coming to the gates of his works and crying till their parents come out. But there is comfort in having the centres as a palliative, and in this well illustrated volume we get all manner of help in the matter of starting and conducting them.

Letters to Teachers. By Prof. H. B. ALEXANDER.
(6s. 6d. Open Court Company.)

Prof. Alexander is Nebraska born. He wrote a series of letters to his fellow-teachers in the *Nebraska State Journal*, and now, in the hope that what is good for Nebraska teachers should be of value to teachers elsewhere, he has offered them to the world, with the addition of certain other "Papers of the Hour." On the whole, the result justifies the author. His treatment is broad enough to appeal to teachers of all types. His general style is attractive, though at times it drags a little. Of the letters proper, those dealing with the teacher's profession and life will arouse most interest, though the politically inclined will find some vigorous and incisive criticism under the heading "Education and Democracy." Prof. Alexander views the war from the purely American point of view, but his opinions are none the less valuable for that. Why will people persist in publishing books without an index?

Head Teachers' Manual. By G. A. CHRISTIAN.
(3s. 6d. net. Nelson.)

A man who can look back upon more than thirty years of experience as a teacher, and more than a dozen years as a school inspector, ought to have some thoughts worth bequeathing, especially if, as is undoubtedly the case with Mr. Christian, he has all the time kept his mind open to new ideas. The head teacher (actual or prospective) of an elementary school, and in a less degree the principal of any educational institution, may refer to Mr. Christian's pages with profit, especially on the practical and business side of a principal's duties, for it is on this side that the author is at his best. We could have dispensed with the suggestion of conscious rectitude with which the author occasionally refers to himself; but he means well, and he has written a useful book.

Sir Hobbad de Hoy: the Religious Education of the Adolescent. By the Rev. E. F. BRALEY. (4s. 6d. net. Macmillan.)

This volume, containing a course of lectures given to an inter-denominational body of Sunday-school teachers, will be found most useful and stimulating to that large number of persons who have to deal with adolescents, but who cannot be expected to face the technical treatises on adolescent psychology. The popular treatment of the subject has, of course, always been needed, especially by Sunday-school workers and leaders of boys' and girls' clubs, but fortunately the need is more than ever felt now that continuation schools are to become a realized fact. We like the manly ring of all that Mr. Braley has to say about religious education and Bible teaching; but even apart from this direct object of the author the book is well worth reading by all whose business it is to understand "the young person." If another edition is called for, as we hope it will be, we think Mr. Braley might do worse than add some advice about further reading. He has provided an attractive introduction to a big subject, and if only a few of his readers desire to follow it up they should be helped and encouraged.

ENGLISH.

"English Men of Letters."—*Ben Jonson.* By G. G. SMITH.
(3s. net. Macmillan.)

The fact that this volume has been written for the series to which it belongs guarantees knowledge and scholarship; in both respects it is above rather than below the average of its fellows in that series. In the chapters on Jonson's life the matter is voluminous

and the plan admirable; but it is, perhaps, those that deal with the theory of comedy and its applications to Jonson's comedies which show Mr. Smith at his best—better analyses both of the comedies and the tragedies it would be hard to find. The treatment of Jonson's masques and poems generally is sober, and certainly does not err on the side of over praise. The estimate of Jonson's influence, admittedly not great, on the writings of his contemporaries and successors, is even more conservative. The book is a valuable contribution to a more extensive understanding and appreciation of Ben Jonson, but it is more than this: it is an exhaustive study of the literary forms of his day, well worth reading for that reason alone.

"Australasian Literature Primers."—(1) *Milton.* By R. LAWSON.
(2) *Pope.* By R. L. BLACKWOOD. (3) *Wordsworth.* By A. R. OSBORN. (Each 1s. 6d. Whitcombe & Tombs.)

Is it possible to rouse in pupils in the middle forms of secondary schools the critical spirit even in its most elementary form? Every teacher of English literature asks the question, but many are content to leave it unanswered or give an emphatic "No." Yet, if it is possible, here are three modest volumes which will go a long way towards doing so. They are textbooks intended to serve as introductions to the study of great writers and consist, in each case, of the writer's life, his age, his characteristics, and his position; selections chosen to lead up to more extended study; introductory notes to each piece; and—features which, as we think, place the books far ahead, in value to the practical teacher, of other textbooks of the kind—hints on literary study, and questions suggesting lines of inquiry. These last are really excellent and, even by themselves, would make the books well worth trying. But all the introductions and notes are so simply and clearly written, and give so exactly what the boy or girl of fourteen or so can grasp and be interested in, that they can be unreservedly recommended. There are two causes for regret: that the selections themselves are not far longer and more numerous than they are; and that, though the type and general style are good, the books are not better bound. Let the writers bring out textbooks on the same lines but giving a wider range (it is tantalizing, for instance in the volume on Milton to find only eighty lines from the first book of "Paradise Lost"), and they will supply a long-felt want. Nine-tenths of the introductions and notes in school textbooks are almost worthless because the writers cannot write down to the level of children. Messrs. Blackwood, Lawson, and Osborn can do it admirably.

The Mechanism of the Sentence. By the Rev. A. DARBY.
(6s. 6d. net. Milford.)

The author's aim is to set forth the main facts of sentence structure; that aim, in a rather turgid fashion, he has accomplished. He writes, he tells us, primarily for the teacher, but he hopes that his book may be useful, too, for the higher forms in school. We are not very sanguine that it will be very useful either to teacher or to student, for it is not advanced enough (as a scientific treatise) for the one, and it is not concrete enough for the other. For the most part, it is a minute classification of the parts of speech, and bristles with a terminology as repellent as it is unnecessary. Teachers of English to whom it could possibly be of any use ought not to be teachers of English, and grammarians will hardly find it satisfying.

Principles and Method in the Study of English Literature. By W. MACPHERSON. New Edition. (5s. net. Cambridge University Press.)

This is a new edition of a book first published in 1908, containing, however, several new chapters and many emendations. It is not surprising, therefore, that it offers nothing very novel in outlook or method, although it is for the most part sound, if not exactly inspiring. The last chapter, suggesting suitable reading for an English "Advanced Course," is interesting. Any of the three courses given would provide an admirable centre of study and lead to an intelligent appreciation of literary development. All teachers of English would benefit by reading Mr. Macpherson's book, and should not be too impatient of its occasional triteness.

A Treasury of English Prose. Edited by L. P. SMITH.
(6s. net. Constable.)

Tastes differ as to what extracts should go to make up a well chosen collection of English Prose. This has two features worth noting: the pieces are nearly all short, not to say scrappy; the authors represented range from Chaucer to Conrad, Lowes Dickinson, and Santayana. As a book to take up for an idle moment it is worth recommending—it will hardly be of value for any other purpose.

The Student's Manual of Précis-Writing. By J. P. EARNSHAW.
(3s. 6d. net. Effingham Wilson.)

A short introductory chapter explains what a précis is, how it should be made, and for what purposes it is intended. Then follow

a large number of worked examples admirably done and a large number of exercises the material for which is taken from newspapers and business correspondence. It is a thoroughly sound textbook.

Macmillan's "American Pocket Classics."—(1) *Elegy Written in a Country Churchyard, and Other Poems.* By THOMAS GRAY. Together with *The Diverting History of John Gilpin, and Other Poems.* By WM. COWPER. Edited by J. H. CASTLEMAN. (2) *The Rivals and The School for Scandal.* By R. B. SHERIDAN. Edited by Dr. W. D. HOWE. (Each 1s. 6d. net.)

The Sheridan plays are well edited. The title of the first volume is hardly adequate, for it contains 21 of Gray's poems, and of Cowper 32, together with "The Winter Evening" and "The Winter Morning Walk," from "The Task." The volume therefore fully represents both poets—at least, so far as the general reader is concerned. The introductions give briefly the main facts in the lives of the authors, and the notes supplied are useful and unusually interesting. In this volume other portions of the works of the poets are used to serve as notes; thus, Cowper's own account of his pets, as published in the *Gentleman's Magazine*, is printed in full. Both volumes are printed in clear type and serviceably got up. The books are good value for the price.

GEOGRAPHY.

Philips' Schoolroom Map of Europe. New Edition, showing New Boundaries. (Size 68 inches × 54 inches.) (21s. net.)

The publishers of this map have long been noted for the excellence of their wall maps for use in schools, and they deserve great credit for producing so soon after the Peace Conference a large scale map of reconstructed Europe (scale 1 inch for 60 miles approx.). The territorial changes of Central Europe are shown and the new boundaries of the various states are distinctly marked. The creation of so many new states, such as Poland, Czecho-Slovakia, and Jugo-Slavia, has made the map of Central Europe very complicated. The size of this map, however, and the deep shades of colour combine to show the political divisions with great clearness. This map will, therefore, be particularly useful in teaching large classes. Placed side by side with a pre-war map, it will provide an interesting study in historical geography. Mounted on cloth and varnished, the map is provided with rollers; unvarnished, it is arranged to fold. The unvarnished sheet will be found preferable in classrooms where there are difficulties of light, as it does not shine. We have one suggestion to make to the publishers—viz., that in atlases and wall maps the term German Ocean should not be used as an alternative for the North Sea. In the first place, the North Sea is not an ocean, and secondly, it is not German.

The Natural Wealth of Britain. By S. J. DULY. (6s. net. Hodder & Stoughton.)

Mr. Duly's book is the latest addition to the "New Teaching Series of Practical Textbooks," each of which aims at presenting a three years' course of study for middle and upper forms. The book is one to be read by all teachers of geography, who should find inspiration from the author's novel outlook and his unconventional treatment of their subject. In the opening chapter he traces back to their origin the articles employed in the making of his book, and points to the earth as the great storehouse from which our needs are supplied. Taking geology as the fundamental science, he explains the processes of mining and quarrying raw materials, and then describes the different types of manufacturing industries, and their distribution throughout our country. Part I (the first half of the book) is occupied with structural and field geology; and helpful instructions are given for the use and interpretation of contoured geological maps. Part II is a shorter section, dealing with the four great industries of farming, fishing, forestry, and mining. Part III, which occupies about one-third of the book, relates mainly to the economic geography of the coalfields of Britain, and Swansea is taken as an illustration of the factors which have determined the growth of a town. Some of the information regarding mining and business methods is, perhaps, too technical for the general student. The geography section would be improved by the addition of suitable questions, and the chapter on transport might well have contained some mention of the findings of the Canals Commission.

HISTORY.

Modern European Civilization. By R. L. ASHLEY. (8s. net. New York: The Macmillan Co.)

This book is a sequel to the author's previous volume on "Early European Civilization," a work which—such is the American view of the antiquity of the Old World—carried the story of the development of Western man down to the seventeenth century of the Christian era. The present volume begins with the seventeenth century and brings the narrative down to the recent war. There is

a good deal of ordinary general political history in the book—more, indeed, than one would expect to find in a book with the title of this one. But emphasis is laid on great movements and on social and economic conditions. "The main purpose of the book," we are told, "is to explain the present through a study of the past." This purpose is excellently fulfilled. The story of the progress of the Western World is outlined with skill and precision. It is illustrated by some 150 pictures, and accompanied by 36 maps, half of which number are usefully coloured. Each chapter is followed by references, lists of topics for special study, and a selection of suggestive questions. The book, as a whole, is extraordinarily workmanlike and valuable.

Principles of Commercial History. By JAMES STEPHENSON. (7s. 6d. net. Pitman.)

Mr. Stephenson has provided a singularly lucid and interesting textbook of commercial history. It is based on a long experience of teaching the subject, and it shows many evidences of the way in which the practical instructor in the course of his work learns how to arrange his material, to simplify difficulties, to tabulate results, and to discover suitable and apt illustrations. The author treats the term "commercial" with a wise and generous laxity. He realizes that the movements of commerce cannot be comprehended unless they are related to the simultaneous movements in industry, society, politics, and even thought. Hence the book is little less than a summary of world history written from the commercial point of view. It is divided into four sections—viz., ancient, mediæval, transitional (1450–1550), and modern. It is illustrated by means of numerous maps, plans, charts, diagrams, and pictures. Altogether it is a most attractive, informative, and stimulating volume.

Man Past and Present. By the late A. H. KEANE. Revised and largely rewritten by A. H. QUIGGIN and A. C. HADDON. (36s. net. Cambridge University Press.)

In 1899 Prof. Keane published a book under the above title which soon became recognized as the standard authority on the elements of ethnology. It was, indeed, one of the prominent sources of the interest in the subject which attracted a large number of cultivated intellects to its pursuit in the opening years of the twentieth century. Few spheres of scientific investigation have been more completely transformed, or more widely enlarged, during the past twenty years than has the sphere of ethnology. In particular, the discovery of the "Mauer jaw" ("Der unterkiefer des Homo Heidelbergensis") in 1907, and the unearthing of the Piltdown skull in 1912, have necessitated an entire reconsideration of all the anterior evidence concerning the origin and the antiquity of man. Countless monographs on different aspects of ethnology have appeared in the transactions of the learned societies of all Western nations. The task of weighing, discriminating, and co-ordinating their results has been colossal, but it is one that had to be faced and attempted by the editors of a new edition of Keane. Some critics, no doubt, will hold that Keane ought to have been scrapped and a wholly new book written. We do not share that view. A large part of Keane is still sufficiently accurate and valuable to warrant its preservation and re-edition. The editors of the present revision—and, in particular, Mrs. Hingston Quiggin—have lavished an immense amount of toil and specialized knowledge in eliminating obsolete opinions, in incorporating new information, and in giving full references to the copious ethnological literature which has been issued since Keane's first edition appeared. Dr. A. C. Haddon has corrected and supervised the work throughout. In its new form this useful textbook will probably for long continue to be regarded as the indispensable introduction to its subject.

Seneca. By F. HOLLAND. (10s. net. Longmans.)

In an introductory note to this work Mr. Holland tells us that his original intention was that it shall form an introduction to his translation of Seneca's letters, which, though almost completed, he fears will now never be published. We sincerely hope it will; for the present volume is proof positive that he is admirably qualified for such a work. It is a fascinating biographical study, in which, though perhaps erring a little on the side of leniency, he has done much to improve the reputation of Seneca, who has always been accused of failing to practise what he preached. Mr. Holland shows very clearly and convincingly that Seneca's philosophy did not regard wealth as a thing to be shunned, but as a "neutral," becoming good or bad according to the use made of it. The peaceful and good government of the famous *quinquennium Neronis* is ascribed to his good influence; but he had to steer a course amid very troubled waters after that, and, in judging the man, we must take account of the times in which he lived. Mr. Holland is inclined to attribute the tragedies, commonly assigned to (this) Seneca the younger, to some later member of the family, and his consideration of the evidence is both scholarly and

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impartial. For ourselves, we are inclined to agree with him. There is a misprint in a foot-note on page 27, and a strange slip on page 44, by which Ovid's famous "Video meliora probroque deteriora sequor" is erroneously ascribed to Horace.

MATHEMATICS.

"The D.U. Technical Series."—*Mathematics for Engineers*. Part II. By W. N. ROSE. (13s. 6d. net. Chapman & Hall.)

This volume constitutes Part II of a treatise on mathematics intended for students of engineering, and deals with the differential and integral calculus. The author explains at length in his preface the principles underlying the scheme adopted in the book, and emphasizes the need of a sound knowledge of the subject to the engineer desirous of equipping himself at all points. We cordially agree with the latter, but do not think that the engineering student will trouble himself greatly regarding the author's scheme of arrangement; he will be satisfied if the book gives him a clear exposition of the principles involved, with full explanations of troublesome points (usually omitted in mathematical textbooks), and shows him how to apply these principles to numerical engineering problems of a practical, not an impossible, character. Applying these tests to this volume, we can state confidently that it will be more than welcome to large numbers of engineering students who are studying higher mathematics and have to rest content with a crumb of information thrown at them occasionally. Graphical methods are used freely, but not at the expense of analytical methods; great care has been taken not to proceed until the matter under discussion has been made clear, and a very large number of worked out numerical examples is included. Some of these examples are used to illustrate mathematical principles which have just been discussed; others are given in special chapters devoted to practical applications; when all are put together and included with the numerous exercises intended to be worked by the student himself, it will be found that there is scarcely any important engineering problem involving the calculus which has been omitted. Useful chapters are given on the spherical trigonometry employed in surveying and on mathematical probability. The writer of this review is an engineer, and confesses that the volume has cleared up two or three points on which he had somewhat mixed beliefs; he can recommend the book confidently to his engineering brethren, as well as to teachers of engineering students.

"The New Teaching Series."—*Everyday Mathematics*. By F. SANDON. (4s. 6d. net. Hodder & Stoughton.)

The purpose of this work is certainly to be acclaimed; whether the attainment of this purpose is furthered by its contents is another question. The idea of taking illustrative examples from the happenings of daily life is good, so long as clarity is not lost thereby. But surely, for instance, the mind must be trained by protracted experience with small numbers before any grasp of such statistics as occur on page 34 can be expected. Again, on page 111, without any argument, we have the generalization of the number of arrangements of n things r at a time, from four particular cases, with practically no previous training in algebraical notation. With no preparation to speak of on the laws of positive integral indices, logarithms are founded upon the general theory of indices. Formulae, as well as elementary graphs, are deferred until well on towards the middle of the book. Under the heading of "Chance," after a sermonette on the difference between gambling and insurance, the author finds it, of course, necessary to recognize that the two things are founded on the same principle of probability. The practical examples are not always very practical: on page 6 we have ten eggs and half a pint of milk weighing in all but 1 lb.; the allotment question on page 8 is ridiculous; on page 2 the expenses of the family of five will make a housewife smile.

Introductory Mathematical Analysis. By Prof. W. P. WEBBER and Prof. L. C. PLANT. (9s. 6d. net. Chapman & Hall.)

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(Continued on page 332.)

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SCIENCE.

Meteorology for All. By D. W. HORNER. (6s. net. Witherby.)

Mr. Horner is a well known author of popular works on meteorological subjects. He has a keen sense of humour, and knows how to grip the interest of his readers without sacrificing accuracy of detail. This is perhaps the most delightful volume which he has given us. It is not to be regarded as a textbook, but as a compendium of information about the weather as it affects one's daily life. As Mr. Carle Salter says in the preface that he has contributed to the volume, it will appeal strongly to those devoted voluntary observers who report to the British Rainfall Organization, of which he is superintendent. Very helpful instructions are given for making a Stevenson screen, a rain gauge, a thermometer, and so on. In the description of the construction of a mercury barometer, a word of caution might have been given as to the necessity of getting rid of air bubbles. An easier method than that described in the book is to make the J-shaped bend with pressure-tubing and always bring the mercury in the short-limb level with a fixed mark on the board to which it is attached. There is a most useful collection of weather saws and rules for prediction of weather from the results of observations of clouds and the pressure, temperature, and humidity of the atmosphere. The book contains seven plates, seventy-six illustrations in the text, and a good index. The omission of the diagram referred to on page 21 makes the text rather difficult to follow, and there is a misprint in the footnote to page 98.

Practical Exercises on the Weather and Climate of the British Isles and North-west Europe. By W. F. STACEY. (2s. 6d. net. Cambridge University Press.)

The writer assumes on the part of the pupils a considerable knowledge of meteorology and weather charts; the exercises are suitable only for advanced students. Some examples of weather charts should have been printed with the statistical tables, so that the map could be studied with the tables. In the preface it is stated "that a glance at the geography papers set in the Oxford

and Cambridge Local Examinations brings out the fact that more and more emphasis is being laid on practical work in connexion with climate in general and weather in particular." If exercises such as these are to be set in school examinations, they should certainly not appear in the geography paper, but in a paper on meteorology.

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See also pages 337-349, 380, 399, 420; [Halls of Residence] 338, 340, 390; [Physical Training] 339, 343, 344, 387; [Summer Schools] 339, 346-349; [Scholarships] 338, 340, 344, 390.

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See also pages 337-349, 380, 399, 420; [Halls of Residence] 338, 340, 390; [Physical Training] 339, 343, 344, 387; [Summer Schools] 339, 346-349; [Scholarships] 338, 340, 344, 390.

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TRAINING COLLEGES & Technical Schools.

See also pages 337-349, 380, 399, 420; [Halls of Residence] 338, 340, 390; [Physical Training] 339, 343, 344, 387; [Summer Schools] 339, 346-349; [Scholarships] 338, 340, 344, 390.

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NORTH OF ENGLAND.

THE CALDER GIRLS' SCHOOL,

Seascale, Cumberland.

Mountain and Sea air, dry, bracing, and sunny.

The aim is to give a sound education to Girls on Public School lines.

One of the five houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field:

Illustrated Prospectus on application to the Head Mistress.

GUILD OF EDUCATION AS NATIONAL SERVICE.

TRAINING for TEACHERS & SOCIAL WORKERS.

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Recognized by the Board of Education.

PREPARATION for work in CONTINUATION SCHOOLS (a) for factory and town workers; (b) for farm and rural workers.

Board of Education Grants for graduates and experienced teachers and for certificated teachers for third year training.

Apply for particulars as to residence, grants, fees, &c., to THE SECRETARY, 11 Tavistock Square, W.C.1.

ALDERSEY HALL, HANDLEY, CHESHIRE. SCHOOL OF GARDENING, Practical and Theoretical.

Poultry, Farm Work, Home Management, Cooking.

Extensive grounds; Royal Horticultural Society's Exam. Comfortable home life; games. For prospectus apply—Miss CORNELIUS WHEELER, N.D., Hort., F.R.H.S. School removed from Hampshire after being established 15 years.

SCHOOL OF GARDENING AND NATURE STUDY.

CLAPHAM, near WORTHING.

Principals { Miss C. CRACKNELL, N.D.Hort., late of Swanley Horticultural College. Miss F. COLLINS.

PRACTICAL and Theoretical Training in Gardening: Fruit, Vegetable, and Flower Growing; Glasshouse and Frame Work. Course of two years: Poultry; Dairy work; Bees. Preparation for R.H.S. examinations.—Particularly successful with young students.

A FEW VACANCIES for GIRLS, five to nineteen years, in a school conducted on home lines. Liberal education. Preparation for exams, if necessary. Fees 54 to 75 guineas per annum for British girls. French or Belgian ladies can have a three months' course in English with board-residence for an inclusive fee of 10 guineas.—Apply to the PRINCIPAL, Cambridge House School, 19 Prince of Wales Road, Battersea Park, London, S.W.11.

Medical Schools.

LONDON (ROYAL FREE HOSPITAL) SCHOOL OF MEDICINE FOR WOMEN. (UNIVERSITY OF LONDON.) Hunter Street, Brunswick Square, W.C.1.

FULL COURSES are arranged for the London M.B., B.S. Degrees and the Examinations of other qualifying Bodies. Clinical Instruction is given at the Royal Free, St. Mary's, National, Gt. Ormond Street Children's, Cancer, and Elizabeth Garrett Anderson Hospitals. Appointments are open to Students after qualification. Arrangements and Bursaries for Dental Students. Scholarships, Bursaries, and Prizes are awarded annually. Prospectus and full information can be obtained from the Warden and Secretary, Miss L. M. Brooks. LOUISA B. ALDRICH-BLAKE, M.D., M.S., Dean.

For other Medical Schools, see page 390.

UNIVERSITY OF LONDON.

THE following PUBLIC LECTURES have been arranged:—

A Course of three Advanced Lectures (in English) on "Three Stages in the History of French Socialism," by M. ELIE HALÉVY, Professeur à l'Ecole libre des Sciences politiques, Paris, at the London School of Economics and Political Science, Clare Market, W.C.2, at 8 p.m. on Mondays, May 31st, June 7th, and 14th. Chairman: Sir WILLIAM BRIDGES, K.C.B.

A Course of three Advanced Lectures (in English) on "French Attempts at Blank Verse," by Professor A. KOSZUL, of the University of Strasbourg, at University College, Gower Street, W.C.1, at 5 p.m. on May 31st, June 3rd, and 4th. Chairman: The Rt. Hon. Viscount BURNHAM, J.P.

A Course of four Advanced Lectures on "The Literary Indebtedness of America to England," by Professor WILLIAM B. CAIRNS, of the University of Wisconsin, at King's College, Strand, W.C.2, at 5.30 p.m. on June 1st, 3rd, 8th, and 10th. Chairman: Professor Sir ISRAEL GOLLANCZ, Litt.D.

A Course of four Advanced Lectures on "Divers Modes de Dynamisme des Eruptions Volcaniques. Phénomènes des Latéritisation," by Monsieur A. LACROIX (Membre de l'Institut de France, et Professeur de Minéralogie au Muséum National d'Histoire Naturelle, Paris) at the Imperial College-Royal School of Mines, Prince Consort Road, South Kensington, S.W.7, at 5 p.m. on June 14th, 15th, 16th, and 17th. Chairman: Sir JATHRO TEALL, F.R.S. This Course will be delivered in French with lantern illustrations.

Admission is free to all the Lectures, which are addressed to Advanced Students of the University and others interested in the various subjects. Syllabus obtainable on application.

P. J. HARTOG, Academic Registrar.

UNIVERSITY OF LONDON.

THE following PUBLIC LECTURES have been arranged:—

(1) An Advanced Lecture on "The Renal Portal System, and its Significance," by Professor W.N.F. WOODLANDS, D.Sc., F.Z.S., of Allahabad, at University College, Gower Street, W.C.1, at 5 p.m. on Monday, May 31st.

(2) A Course of two Advanced Lectures on "Evolution in Ostriches," by Dr. J. E. DUERDEN, of South Africa, at King's College, Strand, W.C.2, at 5 p.m. on Thursdays, June 3rd and 10th.

(3) A Course of two Advanced Lectures on "The Evolution of Insects, especially as illustrated by Australian Fossils," by Dr. R. J. TILLYARD, M.A., F.L.S., Director of the Cawthron Institute, New Zealand, at the Imperial College of Science and Technology, South Kensington, S.W.7, at 5 p.m. on June 14th and 17th.

Admission is free to all the Lectures, which are addressed to Advanced Students of the University, and others interested in the various subjects.

P. J. HARTOG, Academic Registrar.

ROYAL ACADEMY OF MUSIC

A DEMONSTRATION LECTURE on "up-to-date Methods of Teaching Voice Production and Enunciation to Girls and Boys," by

MR. JAMES BATES

(Lecturer on Voice Culture, Phonetics, and Class Singing at the Royal Academy of Music, for the London Education Committee, the Tonic Sol-fa College, to the Kensington High School (G.P.D.S.T.) student-teachers, and at the Roedean School, Brighton), will be given at

DUKE'S HALL, ROYAL ACADEMY OF MUSIC, On Saturday, July 10th, at 11 o'clock.

Chairman—MR. SYDNEY H. NICHOLSON, M.A., Mus. Bac. (Organist and Choirmaster, Westminster Abbey). Organist—DR. STANLEY MARCHANT, F.R.A.M. (Sub-organist, St. Paul's Cathedral).

Choir of 225 girls—Singing class pupils of the Lecturer (from Francis Holland School, S.W., Frogna School, N.W., Northampton School for Girls, "Queenwood," S.W., St. Mary's College, W., Winchester School for Girls, Wycombe High School—and 25 boys (London College for Choristers)—will illustrate vocal practice recommended, and sing a selection of school songs by Sir H. Bishop, Dr. Walford Davies, Sir E. Elgar, Balfour Gardiner, Edward German, Handel, Sir A. C. Mackenzie, Sir H. H. Parry, Henry Purcell, Dr. Sweeting, Dr. Somervell, Geoffrey Shaw, Goring Thomas, and T. L. Vittoria.

Tickets, issued free to Singing-class Teachers and Choir Boys' Trainers, can be had on application, enclosing stamped addressed envelope, to—MR. JAMES BATES, Royal Academy of Music, Marylebone Rd., London, N.W.1.

Particulars of Holiday Course of Lecture-lesson Items to Teachers and Choir Trainers, upon application to Mr. Bates, as above.

PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEE PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM (SWEDISH SYSTEM),

offers complete Teacher's Training in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Games, Swimming, Anatomy, Hygiene, Physiology, &c.

THREE YEARS' COURSE.

Good Appointments after Training.

For Prospectus apply—The Secretary.

THE LING ASSOCIATION (And Affiliated Gymnastic Societies). FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N. 19.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 7d.; Rounders Rules, 4d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., apply to the Hon. SECRETARY.

BEDFORD PHYSICAL TRAINING COLLEGE. LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD
(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £140 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

CHELSEA COLLEGE OF PHYSICAL EDUCATION FOR WOMEN. (SWEDISH SYSTEM.)

Chairman of the Governing Body:
The Rt. Hon. The LORD DOWNHAM.

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3. Tel.: Western 899.

LIVERPOOL PHYSICAL TRAINING COLLEGE, BEDFORD STREET, LIVERPOOL. LING'S SWEDISH SYSTEM. Principal: Miss IRENE M. MARSH.

For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

THE Course is two years, and includes a large number of subjects, making the training very valuable and enabling each Student to specialize in some particular branch.

It includes Educational and Remedial Gymnastics, Fencing, Rowing, and Swimming. All Games are taken to a very high standard, and Dancing is also made a speciality. Also it includes two subsidiary subjects—Needlework and Elocution.

Lectures and lessons are given in Anatomy, Physiology, Pathology and Orthopaedics, Ambulance Home Nursing, Theory of Movement, &c.

For prospectus apply—COLLEGE SECRETARY.

GARDNER'S PHYSICAL TRAINING COLLEGE WALLINGTON, SURREY.

Complete training is given on Arvedson's principles in Educational and Remedial Gymnastics and Massage, also Dancing, Fencing, Swimming, Sports, &c.

Students must be well educated, and between the ages of 18 and 30.

Fees per annum, 90 guineas resident, 45 guineas non-resident.

There is also a One Year's Course for Remedial and Massage work. Fee 21 guineas.

Three Scholarships will be awarded annually to the value of One, Two, and Three Years' training. For full Particulars apply to the SECRETARY.

DENMARK HILL PHYSICAL TRAINING COLLEGE

and School of Massage, Sunray Avenue, Herne Hill, London, S.E. 24.

Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

OPEN-AIR GYMNASIUM. SPORTS GROUND. RESIDENTIAL HOSTEL ATTACHED.

THE INCORPORATED BRITISH ASSOCIATION FOR PHYSICAL TRAINING. President: The Rt. Hon. the Earl of Lonsdale. Office: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.

THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members. Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Hon. Secretary.

PHYSICAL TRAINING COLLEGE, QUEEN ALEXANDRA'S HOUSE GYMNASIUM, KENSINGTON GORE, S.W. 7.

EDUCATED GIRLS TRAINED as TEACHERS of Drill, Gymnastics, Games, Dancing, Fencing, Swimming, Massage, and Remedial Exercises. A four terms' course in Massage only can be taken separately. Apply for prospectus to The Misses BEAR, Principals.

BEDFORD COLLEGE OF DANCING AND PHYSICAL CULTURE.

The Crescent Studios, 4a The Crescent, Bedford.

MISS MILDRED BULT receives resident and non-resident students to train for the profession. A thorough training in Technique in all branches of Dancing and in Class Teaching given.

The course includes Drill, Gymnastics, Fencing, and Voice Production. Students live in the Principal's pleasant private house and have every home care and comfort. For Prospectus apply—Miss BULT.

BRISTOL PHYSICAL TRAINING COLLEGE. 80 APSLEY ROAD, CLIFTON, BRISTOL.

TRAINING in Swedish and British Gymnastics for public examination. Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene.

Dancing, Ballroom and Ballet, Dalcroze Eurhythms.

Students prepared for the advanced certificate of The English Folk Dance Society.

Residential fees on application to—The Misses JENNINGS, HOLBROW and COLSON.

For other Physical Training Advertisements see pages 339, 344, 387.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, STUDENTSHIPS, and BURSARIES.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March 1921, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1920, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CLAPHAM HIGH SCHOOL.

TRAINING DEPARTMENTS.

POSTGRADUATE ...	Miss H. DENT.
ART ...	Miss E. WELCH.
KINDERGARTEN ...	Miss L. JAMES.
DOMESTIC ...	Miss E. MINOT.

FOUR SCHOLARSHIPS will be awarded in June, 1920, as follows:—

- (1) One of the value of £24, tenable for one year, offered to a graduate preparing for the Cambridge Teachers' Certificate or London Teachers' Diploma.
- (2) One of the value of £15, tenable for one year, offered to an Art Student who wishes to train as a Teacher of Drawing in a Secondary School.
- (3) One of the value of £15, tenable for one year, offered to a student preparing for the National Froebel Union Higher Certificate.

Domestic.—A BURSARY of the value of £10 per annum, for one year, is awarded by the Council to girls over 18 years of age who wish to train for institutional work. The Bursary will be awarded on the result of an examination to be held for this purpose in June, 1920.

Applications, giving full details of qualifications, should be sent before June 16th. Further particulars of any of the Scholarships can be obtained from the Heads of Departments.

63 SOUTH SIDE, CLAPHAM COMMON, S.W.4.

DOWNSIDE SCHOOL, BATH.

CLASSICAL and MATHEMATICAL SCHOLARSHIPS, value £50 a year. Examination in June. Particulars from—

The Head Master,
Downside School,
Stratton-on-the-Fosse,
Near BATH.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to Acting Secretary, 66 Southampton Row, W.C.1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL, Incorporated by Royal Charter. Head Master: F. W. SROCKS, M.A.

Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.

EXAMINATION for ENTRANCE SCHOLARSHIPS in March.

Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

HEREFORD CATHEDRAL SCHOOL.

AN ancient Public School of 120 boys, offering great advantages to University Candidates. Leaving Scholarships annually, B.N.C., Oxford, £70 (sometimes two). St. John's College, Cambridge, £50, £40; also Leaving Exhibition, £50, tenable with one of the foregoing.

Seven or eight Entrance Scholarships, ranging from £70 downward, offered in July, 1920. Buildings recently enlarged. Boating: O.T.C. For further information apply to Dr. J. H. E. CRENS, Head Master.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W.8.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

LIVERPOOL COLLEGE,

Huyton, near Liverpool. Preparation for Scholarships to the University. — ENTRANCE SCHOLARSHIP EXAMINATION on June 16th and 17th. Two Scholarships of £40, Bursaries of £20. Entries by June 7th. For further particulars, apply to the HEAD MISTRESS.

MILL HILL SCHOOL.—An

Examination will be held on Thursday, June 24th, and the two following days, when two EXHIBITIONS, value seventy-one guineas, open only to the sons of Christian Ministers, and the IVOR OWEN SCHOLARSHIP, value £50 per annum, and open in the first place to boys of Welsh parentage, will be offered for competition. — For further information apply to THE BURSAR, Mill Hill School, London, N.W.7.

NEWNHAM COLLEGE.—TWO

SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

SOMERVILLE COLLEGE, OXFORD.

—The following SCHOLARSHIPS will be awarded in March 1921, on the results of an examination beginning on March 15th.

A Mary Ewart Scholarship of £80 for 3 years,	
A Clothworker's	£60 ..
A Gilchrist	£50 ..

together with one or more Exhibitions of not less than £20 a year. Full particulars may be obtained from the PRINCIPAL or VICE-PRINCIPAL.

ST. PAUL'S GIRLS' SCHOOL,

BROOK GREEN, HAMMERSMITH, W.6.—The next EXAMINATION for FOUNDATION SCHOLARSHIPS will take place on TUESDAY, WEDNESDAY, and THURSDAY, July 6th, 7th, and 8th. These Scholarships exempt the holders from payment of Tuition Fees. Applications should be made to the HIGH MISTRESS at the School. The last day for the registration of Candidates is Monday, June 21st.

ST. JOHN'S SCHOOL, LEATHER-

HEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 40 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz., Clergy 80 guineas, Laymen 80 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £40, £30, and £20 per annum. Scholarship examination for 1920 and 1921 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—
S. M. TOYNE, M.A., Head Master.

WELLINGTON COLLEGE.

Seven OPEN SCHOLARSHIPS, annual value £50 each (which may be increased to £80 in cases of need), and one ROBERT HENRY WENTWORTH HUGHES SCHOLARSHIP, of the value of £45, will be offered for competition in November next.

Two of the open scholarships will, under certain conditions, be restricted to boys whose fathers have given their lives for their country.

Candidates must not be 14 on December 31st, 1920. The examination will be held at Wellington College on November 9th and two following days.

For full particulars apply to THE BURSAR, Wellington College, Berks.

WEYMOUTH COLLEGE.

SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,

of the value of £40 downwards, and open to boys between twelve and fourteen.

are offered annually for
Competition.

Next Examination will be in June, 1920.

For Prospectus and other information apply to the HEAD MASTER.

Physical Training.

See also pages 339, 343, 367.

PORTLAND ROAD GYM-

NASIUM, London, W.—Students thoroughly trained for Public Examinations. Duration of Course, 2 to 3 years. All branches of Physical Work. — English and Swedish Gymnastics, Hygienic Exercises, Dancing, and Remedial Work.—Miss TOLLERWACHE, Member and Examiner of the British College of Physical Education, M.G.T.I., Kyson, Highercroft Gardens, Golder's Green, N.W.4.

THE BERGMAN ÖSTERBERG

PHYSICAL TRAINING COLLEGE, Kingsfield, Dartford Heath, Kent.

See advertisement on page 339.

H. G. JUNKER'S INSTITUTE,

SILKEBORG, DENMARK. — For particulars, see Summer School pages.



FOR SALE.



To be offered by auction

By MESSRS.

BOULT, SON, AND MAPLES,
On Saturday, the 19th of June next,

at half-past 2 p.m. at the

GROSVENOR HOTEL, CHESTER,

unless previously sold by private treaty,

close to the Ancient City of Chester,

THE ATTRACTIVE FREEHOLD
Residential Estate
known as

TREVALLYN,
ROSSETT,

In the County of Denbigh, North Wales.

Area about 65½ acres.

Possession June 1st, 1920.

SUMMARY OF ACCOMMODATION:—

GROUND FLOOR: Two Lounge Halls, five Reception Rooms, complete Domestic Offices.

FIRST FLOOR: Picture Gallery, 6 principal Bed Rooms, 2 Dressing Rooms, 3 fitted Bath Rooms.

SECOND FLOOR: Eight Bed Rooms, 2 Bath Rooms, 2 Dressing Rooms, and Sewing Room.

Electric light throughout.

Stabling, Garage, small Farmery, Lodge, and Gardener's Cottage.

Wonderful Old-world Gardens,
Kitchen, Fruit, and Vegetable
Gardens, and Well-timbered
Parkland.

The Estate is situate about ten minutes' walk from Rossett Station on the G.W.R. main line.

Hunting and Fishing obtainable in the neighbourhood. Golf at Chester.

For particulars, plans, and orders to view, apply to the Auctioneers, Messrs. BOULT, SON, and MAPLES, 5 Cook Street, Liverpool; or to Messrs. BATESONS AND CO., 14 Castle Street, Liverpool.

FOR SALE.—DAY SCHOOL for

Girls and Preparatory for little boys. South Lancashire. Flourishing condition. Gross receipts past year over £1,150. Price for goodwill and school furniture to be arranged. Address—No. 11,026.*

HAINES HILL LADIES' SCHOOL, TAUNTON, SOMERSET.

W. M. WATERMAN & SON have been favoured with instructions from Miss Primrose, who is relinquishing the School, to sell by auction, on Tuesday, Wednesday, and Thursday, 27th, 28th, and 29th July, 1920, the excellent and complete SCHOOL EQUIPMENT and FURNISHINGS of three houses, Nos. 2 and 3 Hovelands and Ingleside, Haines Hill. Full particulars may be obtained of the AUCTIONEERS, 49 East Street, Taunton, and an extended advertisement will appear in next month's issue of this Journal.



MIDDLESEX (2 miles from Station).

OLD FREEHOLD MANSION, with modern additions, grounds 4 acres (part leasehold), 25 rooms, large outbuildings. The whole for sale, with possession, readily capable of adaptation to scholastic purposes. Reply Address—No. 11,023.*

FOR SALE, on reasonable terms, by private treaty, a fine, well-built private residence, very suitable for a School or other Institution. Situate about 3 miles from Malvern, 2 miles from Upton-on-Severn, and 7 miles from Worcester, and containing 24 Bed and Dressing Rooms, Bath Room, 4 Reception Rooms, Servants' accommodation, and Domestic Offices, Private Chapel, Good Stabling, and covered Yard, Motor Garage, Greenhouse, 2 Cottages, and about 25 acres of land (more can be arranged for). Boat-house, with Landing Stage on the Banks of river Severn. Vacant possession on completion.

Orders to view by appointment and other particulars, can be obtained from CHARLES E. HAY, Estate Office, Hanley Castle, near Worcester.

By order of Trustees.

At a low price.

TUNBRIDGE WELLS. For Sale, with immediate possession, a substantially built Freehold Residence with grounds, situate close to the Common, and containing 12 Bed and Dressing Rooms, Bath Room, 5 Reception Rooms, Kitchen, Scullery, and complete Domestic Offices and outbuildings. Eminently suitable for Scholastic or Institutional purposes. Electric light, gas, and water are laid on. For further particulars apply to LANGRIDGE and FREEMAN, Tunbridge Wells, and 28 Queen Street, E.C.4.

SUITABLE FOR INSTITUTION OR SCHOOL.
BERKS—ADJOINING WINDSOR FOREST.
IN A PARK. FINE VIEWS.

AN exceptionally well-built HOUSE, containing thirty to forty large bedrooms, fine suite of very spacious reception rooms. Cottages, garage, stabling, and numerous outbuildings.

HOME FARM AND PARK, 277 ACRES.

For sale at mere fraction of original cost.

RALPH PAY & TAYLOR, 3 Mount Street, Grosvenor Square, W.1.

(1) B.A. (Hons.) seeks partnership (S. of England). Successfully prepared pupils for Cambridge Higher Local, London Matriculation, &c. Capital up to £1,000. Would purchase outright. (2) Principal wishes to transfer about twelve boarders to good class School where she could enter as partner or assistant. (3) Day School, near London, wanted to purchase.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. No charge unless business results. Established 1881.

SHORTLANDS, KENT.—FREE-

HOLD RESIDENCE for Sale, with possession, station five minutes; four reception rooms, ten bed rooms, ball room, billiard room, two bath rooms, domestic offices, extensive conservatories forming miniature winter garden; spacious garage, stabling and living rooms; beautiful grounds (three acres), lawns, ornamental lake, rockeries, fruit and kitchen gardens; suitable for private residence, suburban residential hotel, school, public institution, nursing home, or building estate with extensive frontages. Bargain. £3,750. Apply—OWNER, 46 Queen's Road, S.W.8.

SUITABLE for a HIGH-CLASS

SCHOOL, on the high ground above Henley-on-Thames (50 minutes from Paddington).—Sale of that commodious residence, PARKSIDE, originally erected for a nursing home, and planned on two floors only, with wood block floors throughout. Stabling, farmery, two superior cottages. Meadow. In all 8½ acres. Will be sold by auction on June 2nd next.—Illustrated particulars of the Auctioneers, Messrs. NICHOLAS, 1 Station Road, Reading.

COACHING, CORRESPONDENCE LESSONS, &c.

DR. ETHEL R. SPRATT, D.Sc., M.I.H., A.K.C., sometime lecturer in Botany, University of London, gives tuition personally or by correspondence in Mathematics, Science, and general subjects. — 47 Beryl Road, Hammersmith, W.6.

MISS M. MURDOCH, L.L.A., Coaches by Correspondence in French, History, English Language, and Literature, and Comparative Religion for Cambridge and Oxford Locals and other examinations. — The Rectory, Little Stukeley, Huntingdon.

MISS MASOM, B.A., Honours, Registered teacher, coaches in Mathematics, for the Lond. Matric., Inter. Arts, Higher Cambridge, and other exams. Successful coaching experience. — 207 Adelaide Road, Hampstead, N.W.3.

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* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

SUMMER SCHOOLS, 1920.

See also pages 339, 347, 348, and 349.

FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION. A SUMMER SCHOOL

will be held from August 3rd to August 24th, 1920, at Queenwood, Darley Road, Meads, Eastbourne. Courses of lectures on Education, Eurhythmics, Geography, Handwork, and Story Telling will be given.

Application should be made at an early date.

Further particulars may be obtained from—The Secretary, The Froebel Society, 4 Bloomsbury Square, London, W.C.1.

Université de Lausanne.

COURS DE VACANCES, ÉTÉ 1920.

1^e série: 26 juillet–20 août.

2^e série: 3–27 août.

ETUDE théorique et pratique de la langue française. Cours de littérature et d'histoire, de phonétique et d'histoire de la langue. Exercices pratiques (prononciation, conversation, traduction, travaux écrits) par classes peu nombreuses.

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Pour tous renseignements s'adresser au
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A VACATION COURSE in Education will be held in August 1920. It is open to both men and women and is not confined to members of the University.

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UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

SUMMER SCHOOL, AUGUST, 1920.

THE TWELFTH Annual Summer School will be held for three weeks from August 2nd to 20th.

Instruction will be provided in the following subjects:—

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HISTORY.—Methods of Study and Teaching.

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RURAL SCIENCE.

ARTS AND CRAFTS.

BIOLOGICAL SCIENCE (July 26th to August 7th).

LIBRARY SERVICE (July 26th to August 7th).

MUSIC (August 9th to 20th).

Board and residence (if required) in the Halls of Residence. Application for residence should be made before June 15th, 1920.

For further particulars and entrance form apply to the REGISTRAR of the College.

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Students attending **SUMMER SCHOOLS** on the Continent must be provided with a valid Passport, issued or endorsed within two years of date for the country concerned, and bearing the visa of a Consular representative in the United Kingdom of the countries to or through which they are proceeding. *The endorsement and visas should cover the whole route, or serious difficulties may arise.* Those proposing to visit Switzerland should be careful to obtain a visa for the return journey at the time of their application, and must also obtain the visa of the Swiss Consul. British subjects can secure the fullest information at the **Passport Office: 1 Lake Buildings, St. James' Park, London, S.W.1.**

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IN

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AT STOCKHOLM, SWEDEN.

Commencing on Monday, 6th September, 1921.

Conducted by

HAROLD OLSSON (British-born subject), Graduate of and now Assistant Master at the Royal Central Institute of Gymnastics, Stockholm; during the War, Captain and Officer Instructor and Lecturer, Army Gymnastic Staff, Headquarters Gymnasium, Aldershot; for 3 years Teacher of Physical Training at Lundsbergs School, Sweden.

Prospectus on application to—

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Phonetics, Conversation, Translation, Dictée and Lecture Expliquée, Lectures in French History and Literature.

Weekly excursions in Paris and the surroundings arranged for students.

Hostel attached to the Guild for 20 resident women students.

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Dalcroze Eurhythmics.

The SUMMER SCHOOL

WILL BE HELD AT

OXFORD, AUGUST 16th to 28th inclusive.

Classes in RHYTHMIC MOVEMENT,
SOLFEGE, and IMPROVISATION.

PROSPECTUS ON APPLICATION TO—

**The DALCROZE SCHOOL of EURHYTHMICS, Ltd.,
23 STORE STREET, LONDON, W.C.1.**

SUMMER SCHOOLS, 1920.

See also pages 339, 346, 348, and 349.

THE TEACHERS' GUILD SUMMER CONFERENCE, 1920.

A Conference on "Auto-Education" will be held, by kind permission of the Council, at the Monmouthshire Training College, Caerleon, near Newport, Monmouthshire, from Friday, July 30, to Thursday, August 5th. The subjects to be discussed are:—"Auto-Education in the Elementary School and in the Secondary School," "The Relation of Heuristic Method to Auto-Education," "The Bearing of Psycho-Analysis on Auto-Education," "The Inspector in an Auto-Education Class," "The Obstructions to the Introduction of Auto-Education into Schools."

The neighbourhood is full of historical and antiquarian interest; Caerleon having been the Roman Capital of Britannia Secunda and the accepted site of King Arthur's Round Table.

The Conference is open to both men and women, but, as the accommodation at the College is limited, it is important that early application should be made.

Prospectuses and full particulars can be obtained from the SECRETARY OF THE TEACHERS' GUILD, 9 Brunswick Square, W.C. 1.

SUMMER SCHOOL OF CIVICS.

FIFTH MEETING.

Organized by the Civic Education League.

HIGH WYCOMBE, BUCKS.

Saturday, July 31st, to Saturday, August 14th, 1920.

Planned to meet the needs of Training College Lecturers, Teachers (including Continuation School Teachers), Health Workers, and other Social Workers, and Students of Social Problems. Courses of Sociology, Present Day Social Problems, Sex Education, the Teaching of Civics, &c. Special Course on Maternity and Child Welfare Problems.

For all particulars apply to the Secretary.

SUMMER SCHOOL OF CIVICS,

Lepay House, 65 Belgrave Road, London, S.W. 1.

BANGOR NORMAL COLLEGE. SUMMER SCHOOL.

July 31st to August 21st, 1920.

The following Courses have been arranged:—

THREE WEEKS' COURSES:

July 31st to August 21st.

1. A Course for Infants Teachers on The Principles and Methods of the Kindergarten and the Montessori System.
2. General Handicraft, including Educational Handwork, Woodwork, Metalwork.
3. Physical Training, Games and Dancing (Women Teachers).

TWO WEEKS' COURSES:

July 31st to August 14th.

4. Geography and Regional Survey.
5. The Principles and Methods of Religious Education and Biblical Instruction suitable for Day and Sunday School Teachers.
6. The Teaching of Hygiene and Temperance, including laboratory work.

EVENING LECTURES.

A number of Evening Lectures, open to all students attending the School, will be given during the Course.

FEES.

Tuition Fees—£2. 10s. for Three Weeks Course.
£2. 0s. for Two Weeks Course.

Board and residence in College Hostels. 35s. per week.

For Programme and detailed Syllabuses, together with form of application, apply to

THE PRINCIPAL, NORMAL COLLEGE,
BANGOR, NORTH WALES.

H. G. JUNKER'S INSTITUTE (Physical Training College) OF SWEDISH (LING'S) EDUCATIONAL GYMNASTICS, SILKEBORG, DENMARK.

Sanctioned by the Danish Board of Education.

THE FULL TRAINING

COURSE of Swedish Gymnastic (Theory and Practice), including Anatomy and Physiology (Hygiene), Psychology, Games, Dances, some Corrective and Remedial work, &c. (held in the English Language), for men and women, thoroughly equipping students of good education as teachers of Ling's System, commences on September 3rd.

The Course extends over two years, but specially prepared students may complete the training in one year.

Fee: £99 per annum, including tuition, board, and lodging. (No extras except laundry.)

The Annual HOLIDAY COURSE will be held from July 30th to August 28th.

Fee: £12 including tuition, board, and lodging.

Application Form and further particulars can be obtained from the PRINCIPAL.

H. G. JUNKER.

Late Assistant Inspector of Physical Education under the Danish Board of Education, late Special Instructor and Inspector to the Education Committee of the County Council of the West Riding of Yorkshire, England.

FOR Summer School of Speech
Training, Stratford-on-Avon, see page 339.

STRATFORD-ON-AVON SUMMER SCHOOL, JULY 29th TO AUGUST 28th.

Miss LAURA SMITHSON, L.R.A.M.,

EIGHTH SEASON.

ELOCUTION, DRAMATIC, and VOCAL TECHNIQUE, And ENGLISH PHONETICS.

Recommended by Sir FRANK BENSON,

Miss LILIAN BAYLIS, BEN GREET, Esq., WILLIAM POEL, Esq., &c.

All particulars from Miss LAURA SMITHSON,
109 Abbey Road Mansions,
St. John's Wood, N.W. 8
Or, The Union Club, Stratford-upon-Avon.

HOLIDAY COURSE IN NATURE STUDY.

A SHORT HOLIDAY COURSE

in NATURE STUDY will be held for men and women at the HORTICULTURAL COLLEGE, SWANLEY, from July 31st to August 14th.

The Course, in which field excursions play an important part, will include studies in Insect and Bird Life by Miss Hibbert-Ware, and Methods of Plant Reproduction and Propagation by Miss K. Barratt, M.Sc., and Miss L. K. Herring.

Further particulars may be obtained from the PRINCIPAL.

Educational Handwork Association.

President: THE RIGHT HON. SIR A. H. D. ACLAND, BART.
Secretary: MR. J. SPITTLE, 16 Cambridge Road, Huddersfield.
Annual Subscription, 2s. 6d. Journal post free to Members.

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HANDWORK at Scarborough, Falmouth, and St. Annes-on-Sea.

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From July 26th to August 21st, 1920.

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Preparation for all Exams. Hostel accommodation.

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ST. ANNES-ON-SEA SCHOOL—PROFESSOR J. A. GREEN, M.A., The University, Sheffield.

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A Complete Course Covers Four Weeks.

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Phonetics, Elementary Grammar, Conversation and Reading, Life and Manners, Translation into French.

Elementary, Intermediate, and Higher Certificates of Proficiency will be given after Examination.

Prospectuses may be had from M. MIS, Chargé de Conférences à l'Université, Directeur des Cours, 211 Boulevard V. Hugo, Lille, France.

SUMMER SCHOOLS, 1920.

See also pages 339, 346, 347, and 349.

UNIVERSITÉ DE STRASBOURG. (ALSACE—FRANCE.)

COURS DE VACANCES, 1920.
1er Juillet—30 Septembre.

1. Enseignement théorique et pratique de la prononciation, de la langue, de la littérature et de la civilisation **françaises** modernes. Exercices de composition, dictée, traduction orale et écrite, conversation, etc. Excursions dans les Vosges.

20—25 leçons par semaine.

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Certificat d'Etudes françaises modernes.

2. Enseignement **d'allemand pratique**, en langue allemande. Phonétique, grammaire, traduction, conversation, littérature, etc.

11—16 leçons par semaine.

Prix : Frs. 45, 60, 75, 90 selon la période.

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4. The School Choral Class. (Name to be announced later.)

Full particulars may be obtained from Miss KENNETT-HAYES at the School, after July 26, at 5 Oriol Street, Oxford.

MUSIC HOLIDAY COURSE. OXFORD, 1920.

From July 30th to August 12th (inclusive).

MISS HOME will give, during the Summer Holidays, a Short Course of Instruction in the work done in the Ear Training Classes at the Kensington High School and elsewhere.

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Hours : 10 a.m. to 12 a.m.

Fee £3. 3s.

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Miss Home,
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Arrangements can be made for Accommodation and Board.

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Teaching of Music in Schools	J. E. BORLAND, Esq.
Teaching Methods of Appreciation of Art	Mus.Doc., F.R.C.O. S. CLERG, Esq.
Teaching of Organized Games	Miss W. S. CLARKE, Diploma of the Bergman Osterberg Physical Training College.
Teaching of English Phonetics and Reading	Miss E. M. NEROUTSOS, Camb. Mod. Lang. Tripos.
Teaching of History	Miss E. H. SPALDING, M.A.
Special Courses.	
Teaching of Handwork	Miss E. M. DEANE, assisted by Miss M. M. COMBE.
Teaching of Needlecraft	Miss M. SWANSON.
Special Course for Teachers in Rural Schools	Prof. O. V. DARBISHIRE, B.A., Ph.D.; C. W. H. GREAVES, Esq., B.Sc.

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Facilities will be given for special lectures and for open discussions on subjects bearing on the general question of science teaching in schools.

A nominal fee of one guinea will be charged. As the number of students admitted to the course is necessarily limited, applications and enquiries should be made **as early as possible** to Miss M. B. THOMAS, 8 Huntingdon Road, Cambridge from whom further particulars, including a provisional syllabus of the proposed work, may be obtained.

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Hon. Director: CECIL J. SHARP.

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SCHOOL of Folk Song and Dance will be held at Cheltenham from July 31st to August 28th.

For full particulars apply to—

THE SECRETARY, E.F.D.S.,
7 Sicilian House, Sicilian Avenue,
Southampton Row, W.C.1.

SUMMER SCHOOLS, 1920.

See also pages 339, 346, 347, and 348.

UPLANDS SUMMER MEETING.

July 29—August 14.

AT THE UPLANDS FARM, WERNETH LOW, CHESHIRE.

Lectures and discussions dealing with "Principles of Educational Reform." Prof. J. J. FINDLAY and others.

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Appointments should be made when possible.

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A Register of Schools, Private Tutors, &c., is kept at the Offices of the Association, and Parents or Guardians may obtain, without charge, information and advice as to Schools for Boys or Girls (in all parts); Tutors for University, Civil Service, Legal, Medical, Naval or Military Examinations, and as to Educational Establishments of every kind. Prospectuses of Schools, &c., can in most instances be sent to applicants by return of post.

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TO SCHOOLS.—Miss B. FURZE, A.R.C.M., visits schools to teach natural VOICE PRODUCTION, Solo and Class Singing. Diplôme R.A.M. for CHILDREN'S VOICE CULTURE, Bates method. Success in all Examinations.—6 Mount Park Crescent, Ealing, W.5.

AS LANGUAGE and MUSIC A MISTRESS. Swiss. Excellent English references. Fluent French, German. Very good Music. Shares supervision.—13r, HOOPER'S (Educational Agents), 13 Regent Street, London, S.W.1. Others. Selected lists gratis. Interviews daily.

MUSIC.—Experienced MISTRESS. L.R.A.M., silver medallist R.A.M., desires post. Piano, Matthay Method. Aural Culture, Solo Singing. Excellent testimonials and results. Pupils' successes include L.R.A.M. and A.R.C.M. diplomas. Address—No. 11.019.*

SECRETARY.—Lady, with Secretarial and Teaching experience, seeks non-resident post, September or earlier, whole or part time. Address—No. 11.027.*

POST wanted, September, by trained, certificated, and experienced MISTRESS. French, Mathematics, and English to Matriculation. Also Physics, Hygiene, and Latin. Church of England.—SMITH, St. Gabriel's, Hampton Hill, Middlesex.

FULLY qualified SENIOR MISTRESS requires non-resident post in London in September. Whole or part time. Subjects:—Mathematics, English, French. Excellent testimonials. Wide experience in Examination work. Address—No. 11.029.*

EXPERIENCED ART MISTRESS desires post. Art Master's and Art Class Teacher's Certificates. Preparation for the Drawing examinations of Oxford and Cambridge Locals, Ablett's, &c. Embroidery, Needlework. Address—ART, 14 Albert Street, Shrewsbury.

EXPERIENCED HISTORY MISTRESS seeks post, whole or part time, non-resident, for September. Also, offers good English, Latin (Matriculation standard), French (abroad), Scripture, Arithmetic. Public School experience. Address—No. 11.034.*

FOR September.—Lady, with experience in schools, desires post as HOUSE-KEEPER. Take charge of boarding house, or would like to open one in connexion with good school. Excellent references. Address—No. 11.035.*

MISS C. CAMPBELL, L.R.A.M., desires Visiting Post one day weekly. Teacher of Pianoforte, Organ, Harmony in school within easy access Windsor or London.—29 Queen's Road, Windsor.

Posts Wanted—continued.

POST WANTED.—MISTRESS requires non-resident post in September. Part time English teaching, part time Secretarial work. Well qualified, experienced, trained, registered. English specialist, Typing, Shorthand. Address—No. 11.038.*

FROEBEL MISTRESS desires post, permanent or temporary. Preferably Southport line.—55 Hawkshead Street, Southport.

QUALIFIED FRENCH LADY seeks post for September, 6 years' teaching in Oxford Private and Public Schools.—Mlle DUCREUX, 77 Bullingdon Road, Oxford.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

WOOLWICH POLYTECHNIC. Applications are invited for the following appointments, duties to commence in September next:—

TEACHER OF MATHEMATICS: Secondary School. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440.

TEACHER OF MATHEMATICS: Junior Technical School. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440.

ASSISTANT LECTURER IN PHYSICS. Commencing salary £225 to £315, rising by increments according to the L.C.C. scale to a maximum of £440. Further particulars on application to the PRINCIPAL.

KESTEVEN AND SLEAFORD HIGH SCHOOL FOR GIRLS, SLEAFORD, Lincs.

Wanted, September:—

(1) MISTRESS to teach Middle Form subjects and some Latin. Graduate with experience preferred.

(2) MISTRESS for Preparatory Department, with sound knowledge of Needlework.

(3) SENIOR MUSIC MISTRESS. Salary according to scale. Graduates, £175 to £300; non-Graduates, £150 to £240. Apply—HEAD MISTRESS.

ART MISTRESS wanted in September, 2 days a week. Painting, Drawing, application of Design to Handwork. Apply—The Misses CLARK and ELLIS, Croham Hurst School, South Croydon.

WEYMOUTH SECONDARY SCHOOL.

Wanted, in September 1920:—

(1) MISTRESS for Physical Education of whole School.

(2) MISTRESS for English, French, and History of Middle School.

(3) MISTRESS for Drawing and Music of Middle School.

Ability to assist in other directions will be an extra qualification. Successful candidates will be expected to take part in the corporate life and games of the School.

Initial salary in each case up to £200 per annum, according to qualifications and experience. Apply—HEAD MASTER.

TYPEWRITING and Duplicating, MSS., &c.: accurate, prompt.—MILNER, 18 Cardigan Street, Cardiff.

REQUIRED, for a Government High School, South Africa, MISTRESSES for (1) PIANOFORTE AND HARMONY. Good Diploma. (June preferred.) (2) ENGLISH AND LATIN. Degree and training. January, 1921. Salaries from £180. Residence costs £45. Passage out paid. Apply—Mrs. BROUGH, 108 Victoria Street, S.W.1.

Posts Vacant—continued.

MANCHESTER MUNICIPAL COLLEGE OF TECHNOLOGY

APPOINTMENT OF A DIRECTOR OF STUDIES

The Governing Body invites applications for appointment as Director of Studies in the College of Technology, at a salary of £600 a year.

The conditions of appointment and forms of application may be obtained from the Registrar, College of Technology, Manchester. The last day for the receipt of applications (which should be addressed to the Registrar) is Tuesday, 15th June.

Canvassing members of the Governing Body, either directly or indirectly, will disqualify a candidate.

DENBIGHSHIRE EDUCATION AUTHORITY.

COLWYN BAY COUNTY SECONDARY SCHOOL.

Head Master: W. P. DODD, B.A. (Cantab.).

Applications are invited for the following appointments, duties to commence with the opening of the School in September next:—

(1) ASSISTANT MASTER to teach Physics and Botany.

ASSISTANT MASTER to teach Mathematics.

(2) ASSISTANT MISTRESS to teach English and History.

ASSISTANT MISTRESS to teach French and general subjects.

Salaries according to County scale, viz.:—Graduate Masters, £180—£10—£240—£15—£350; Graduate Mistresses, £170—£10—£260—£15—£350.

Additional recognition for high Honours Degree, and for posts of special responsibility.

Applications to be sent in on or before 15th June, 1920, to

J. C. DAVIES, M.A., Secretary and Director of Education. County Education Offices, Ruthin, 13th May, 1920.

LEARN DUTTON'S

24-Hour SHORTHAND.

Booklet free. — Dutton's College, Desk T 97, SKEGNESS.

HITCHIN GIRLS' GRAMMAR SCHOOL.

Wanted in September:—

(1) SENIOR MATHEMATICAL MISTRESS.

(2) Two FRENCH MISTRESSES. Knowledge of Phonetics and experience of Direct Method essential.

(3) JUNIOR MATHEMATICAL MISTRESS, specially qualified to teach Middle and Lower School Arithmetic and elementary Mathematics. Drawing or Games desirable as subsidiary.

Oxford or Cambridge preferred for (1) and (2).

Initial salaries according to qualifications and experience.

Apply—HEAD MISTRESS.

ALCESTER GRAMMAR SCHOOL (CO-EDUCATIONAL).

Required in September:—

JUNIOR FORM MISTRESS (non-resident). Must be good teacher of elementary Mathematics, also Geography and Nature Study. Physical Drill (Girls) a recommendation.

Salary scale: Graduate, £180 to £350; non-Graduate, £160 to £320. Commencing salary according to experience.

Apply—HEAD MASTER, The Grammar School, Alcester.

JAMES ALLEN'S GIRLS' SCHOOL, EAST DULWICH GROVE, S.E.22.

Wanted, for September, JUNIOR FRENCH MISTRESS, with good qualifications in French. Subsidiary subjects: English and History.

Salary according to L.C.C. scale.

Applications, enclosing stamped addressed envelope, to reach HEAD MISTRESS before June 7th.

Posts Vacant—continued.**KENT EDUCATION COMMITTEE.****COUNTY SCHOOL FOR GIRLS, BECKENHAM.**

Wanted, Two ASSISTANT MISTRESSES, to organize and teach French and History respectively; also an ASSISTANT MISTRESS to give help in the teaching of Mathematics and (preferably) Science. Candidates should hold Honours Degrees, first or second class.

An ASSISTANT MISTRESS is also wanted to teach Music through the school. Candidates should have received training on some recognized system, and be able to teach Class Singing and also to give Pianoforte lessons.

An ASSISTANT MISTRESS is also wanted to teach in the Lower School. Candidates should show evidence of special training for the teaching of children of eight to ten years.

Initial salary from £150 to £280, rising on the County scale plus bonus of £36 per annum.

Immediate application, to be made to the HEAD MISTRESS.

E. SALTER DAVIES,

1st May, 1920. Director of Education.

KENT EDUCATION COMMITTEE.**COUNTY SCHOOL FOR GIRLS, GRAVESEND.**

Required in September:—

(1) A SENIOR FRENCH MISTRESS to organize the French teaching throughout the School and to teach in the Advanced Course (Modern Studies). Honours degree (1st or 2nd class) or equivalent, with training and experience.

(2) A SECOND FRENCH MISTRESS. Honours degree (1st or 2nd class), or a French woman with equivalent qualifications.

(3) A MISTRESS qualified to teach mainly Holy Scripture, with some Latin or English.

(4) An additional part time GYMNASIAC MISTRESS to help with Gymnastics and Games.

Initial salary in accordance with the County scale, plus bonus:—Graduates, minimum £200, maximum £350; non-Graduates, minimum £180, maximum £270.

Applications should be sent at once to the HEAD MISTRESS, County School for Girls, Gravesend, from whom forms for that purpose will be forwarded on receipt of stamped envelope.

15th May, 1920. E. SALTER DAVIES,
Director of Education.

FOLKESTONE BOROUGH EDUCATION COMMITTEE**THE HARVEY GRAMMAR SCHOOL**

The Governing Body invite applications for appointment of Two ASSISTANT MASTERS, with qualifications as under:—

(1) To take charge of the Mathematical teaching throughout the school. Physics as a subsidiary subject would be a recommendation.

(2) To take charge of the Latin teaching throughout the school. English or History referred as subsidiary subject.

Honours Degree essential. Masters appointed are expected to interest themselves in the games and corporate life of the school generally.

Salary £300 to £350, rising to £400 at present, non-resident.

Applications, stating age, with full particulars of qualifications and previous experience, together with copies of recent testimonials, to be sent forthwith to the Head Master, Major H. A. DENHAM, D.S.O., The Harvey Grammar School, Cheriton Road, Folkestone.

THOS. WILKINSON,

Clerk to the Education Committee.

Education Committee's Offices,

Old Harvey Grammar School, Folkestone.

8th May, 1920.

COUNTY BOROUGH OF BURNLEY EDUCATION COMMITTEE.**BURNLEY HIGH SCHOOL FOR GIRLS.**

Principal: Miss L. J. Wood, M.A.

The Committee invite applications for the following post:—

FORM MISTRESS, qualified in Mathematics and Physics. Degree essential. Salary range for Graduate, £170 to £350. Commencing salary will be fixed according to qualifications and experience. To commence duty 13th September next.

Form of application and scale of salary will be forwarded on receipt of a stamped addressed foolscap envelope. Applications should be returned as soon as possible, and not later than 12th June, 1920, to the DIRECTOR OF EDUCATION, Education Office, Burnley.

A. R. PICKLES,

Education Office, Burnley, Director.
20th May, 1920.

Posts Vacant—continued.**COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.****BINGLEY TRAINING COLLEGE.****APPOINTMENT OF LECTURER IN MATHEMATICS.**

Principal: Miss M. L. LILLEY, M.A.

The West Riding Education Committee invite applications for the appointment of LECTURER IN MATHEMATICS at Bingley Training College. Candidates must be women holding a University Degree, or its equivalent. Initial salary £230 to £270, non-resident, according to qualifications and experience, rising by annual increments of £10 to £380 per annum. (The scale will shortly be revised, and the revised scale will probably be applied retrospectively.) Further particulars and forms of application may be obtained from the Education Department (Secondary Branch), County Hall, Wakefield.

Last date for the receipt of application, 15th June. Successful candidate to commence duty in September.

COUNTY BOROUGH OF ROTHERHAM.**EDUCATION COMMITTEE.****MUNICIPAL HIGH SCHOOL FOR GIRLS.**

Owing to the resignation of Miss Smith on her appointment as Principal of the Edge Hill Training College, Liverpool, the Committee invite applications for the post of HEAD MISTRESS of the above School.

The school is a Secondary School, conducted under the Regulations of the Board of Education, and has over 300 pupils on the Register.

Applicants must hold a Degree of a University in the United Kingdom or its equivalent, and must have had suitable experience in the work and organization of a Secondary School.

Commencing salary £500 per annum (pending issue of Burnham Report).

The successful applicant will be required to commence duties in September next.

Applications, stating full particulars as to age, qualifications, and experience, with copies of not more than three recent testimonials, to be sent to me not later than Friday, 4th June, 1920.

JAS. A. MAIR.

Education Offices, Secretary for Education.
Rotherham.

CORNWALL EDUCATION COMMITTEE.**PHYSICAL TRAINING ORGANIZER.**

Wanted, for twelve months from September, a PHYSICAL TRAINING ORGANIZER, to act as "locum tenens."

Salary £250 and travelling expenses. Useful experience in primary and secondary schools and teachers' classes.

Apply at once to Miss McDOWELL, County Hall, Truro.

Education Department, County Hall, Truro.
12th May, 1920.

CORNWALL EDUCATION COMMITTEE.**LAUNCESTON, HORWELL GRAMMAR SCHOOL FOR BOYS.**

ASSISTANT MASTER Wanted, in September, to teach English, Literature, and History to Senior Locals. French and Games.

Commencing salary £180 to £230, according to previous experience.

Applications, with copies of testimonials, should be sent to the HEAD MASTER.

Education Department, County Hall, Truro.
12th May, 1920.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten free of charge for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or 1cap. Orders executed by return of post. Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London W.C. 1.

GIRLS' COUNTY SCHOOL, ABERDARE.

Required, in September, two MISTRESSES for (1) English and Geography, (2) Latin and Welsh. Candidates should have Honours in one subject, good qualifications in the subsidiary subject, and training or experience. Scale £200—£15—£360. Ten years' previous experience counted. £30 for First Class Honours, £15 for Second Class, £15 or £30 for training. Apply to HEAD MISTRESS before June 23.

Posts Vacant—continued.**ESSEX EDUCATION COMMITTEE.****LOUGHTON HIGH SCHOOL FOR GIRLS.**

Wanted for September:—

(1) SCIENCE MISTRESS. Chemistry to Scholarship standard, with subsidiary Mathematics if possible.

(2) LATIN MISTRESS, with subsidiary French. Essex will accept the salary scale recommended by the Burnham Committee when the report is issued; pending this report the present scale is being revised.

Loughton is 12 miles N.E. of London, and is on the borders of Epping Forest.

Apply to the HEAD MISTRESS, carefully stating qualifications and experience.

BEDFORD COLLEGE FOR

WOMEN (University of London), REGENT'S PARK, N.W. 1.—The Council of Bedford College invite applications for the post of ASSISTANT LECTURER in the Department of Philosophy, the appointment to date from September 1st, 1920. Candidates must have an Honours degree or its equivalent in Philosophy; experience in University lecturing is desirable.

Applications must be received not later than Saturday, June 12th. Further information can be obtained from the SECRETARY, Bedford College, Regent's Park, N.W. 1.

LANCASTER GIRLS' GRAMMAR SCHOOL.

Wanted, in September, three ASSISTANT MISTRESSES, with following qualifications:—(1) Graduate, with special qualifications in English or Geography; (2) Graduate, with good Mathematics, and with Science as subsidiary subject; (3) FORM MISTRESS, Graduate or non-Graduate, general subjects. Salaries according to the County Council scale—Graduates £180, rising to £350; non-Graduates £150, rising to £305. Forms of application and particulars may be obtained, on receipt of a stamped addressed envelope, from GEO. H. MITCHELL, Clerk to the Governors, Town Hall, Lancaster.

20th May, 1920.

CITY OF LEEDS TRAINING

COLLEGE.—The Leeds Education Committee invite applications for the position of VICE-PRINCIPAL (woman) for the above Residential Training College (180 men and 300 women).

Particulars of conditions of appointment and of duties, with forms of application, may be obtained from the undersigned.

The salary is at the rate of £600 per annum, with house (including rates).

Applications must be received not later than the 30th June.

JAMES GRAHAM,

Director of Education.

Education Department, Leeds.

COUNTY BOROUGH OF BARROW-IN-FURNESS**MUNICIPAL SECONDARY SCHOOL FOR BOYS.**

The following teachers are required for the above School, to commence duties after the summer vacation:—

(1) CHEMISTRY MASTER. Graduate in Honours, with experience.

(2) MASTER (Graduate). To teach Mathematics and Physics to Middle Forms.

Salary according to scale—minimum £200, maximum £450, the initial salary being determined by previous experience. In the case of the Chemistry Master, a minimum salary of £300 will be paid to a teacher possessing a good degree and satisfactory experience.

Applications (addressed to the Director of Education, Town Hall), with copies of not more than three recent testimonials, should be received not later than June 8th, 1920.

By order,

L. HEWLETT,

Town Clerk and Clerk to the Local Education Authority.

Town Hall, 18th May, 1920.

BLACKHEATH HIGH SCHOOL (G.P.D.S.T.).

Wanted, SENIOR GYMNASIACS AND GAMES MISTRESS in September. Salary from £200, according to experience. Apply—HEAD MISTRESS.

ART MISTRESS wanted in September for Lower School work. Apply—Miss BELL, High School for Girls, Sutton.

TRURO HIGH SCHOOL.

CLASSICAL MISTRESS required in September. Cambridge Tripos preferred. Churchwoman essential. Initial salary £200. Apply—HEAD MISTRESS.

Posts Vacant—continued.**UNIVERSITY OF BIRMINGHAM.****DEPARTMENT OF EDUCATION.**

THE following VACANCIES will occur in September, 1920:—

- (1) A WOMAN LECTURER in ENGLISH and the Teaching of English;
- (2) A WOMAN LECTURER in HISTORY and the teaching of History.

A degree, or its equivalent, and experience in School teaching essential. Stipend commencing £250 per annum. Three copies of applications and testimonials should be sent, not later than June 18th, to the undersigned, from whom further particulars may be obtained.

GEO. H. MORLEY,
Secretary.

MACCLESFIELD HIGH

SCHOOL FOR GIRLS.—Wanted, in September, SENIOR FRENCH MISTRESS, qualified for Board's Recognition for Advanced Course.

Also Middle School FORM MISTRESS for general subjects, some elementary Science and Mathematics. Games a recommendation.

Salaries according to Cheshire County Council scale.

Apply as soon as possible to the Head Mistress (Miss G. L. ADAMS, B.Sc. London).

S. LAWTON, Clerk to the Governors.
Higher Education Offices, Macclesfield.

BOROUGH OF ROYAL

LEAMINGTON SPA EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

Wanted for the Girls' School:—

- (1) An ASSISTANT MISTRESS, qualified in History and Latin.
- (2) An ASSISTANT MISTRESS, qualified in French and Singing.

Scale of salary, £160 to £320 for non-Graduates; £180 to £350 for Graduates. Commencing salary dependent upon experience.

Wanted for the Boys' School:—

- (1) An ASSISTANT MASTER for History and English.

Scale of salary, Graduates, £200 to £450. Applications to be sent to J. E. PICKLES, M.A., B.Sc., Director's Office, York Road, Leamington Spa.

CUMBERLAND EDUCATION

COMMITTEE.—The Committee have vacancies for ORGANIZERS of PHYSICAL TRAINING (Women). Candidates must be fully qualified. Commencing salary £200. Further particulars and conditions of service may be obtained from the DIRECTOR OF EDUCATION, The Courts, Carlisle.

SWANSEA EDUCATION COMMITTEE.

THE SWANSEA GRAMMAR SCHOOL.
Head Master: Mr. J. TREVOR OWEN, M.A. (Cantab.).

Wanted, in September, three ASSISTANT MASTERS, whose principal subjects respectively shall be (1) Science (including Geography), (2) History and English, (3) Welsh.

The subsidiary subjects to be taught include elementary Classics and possibly Music.

Candidates must hold an Honours degree in the principal subject of the post for which they apply.

Salary on the Authority's scale B, viz. £275, rising by annual increments of £20 to £375, and thence by annual increments of £15 to a maximum of £525.

Previous experience in recognized Secondary Schools will be taken into consideration in fixing the commencing position in the scale.

Application forms, which must be returned to me by June 1st, will be sent on receipt of a stamped addressed envelope.

Education Offices, Swansea. T. J. REES, B.A.,
Director of Education.

DERBY MUNICIPAL

SECONDARY SCHOOL FOR GIRLS.—

MISTRESSES are required as under for September: FRENCH, Junior Forms, Phonetics essential.

BOTANY, Junior and Middle Forms.

HISTORY, Junior and Middle Forms. Honours Degree desirable.

Applicants are asked to state the subsidiary subject or subjects offered. Games or Class Singing a recommendation.

Salary scale, £210 to £380 by £10 annually. Experience and special qualifications taken into consideration in fixing commencing salary.

Applications, together with copies of three recent testimonials, to be sent to the undersigned by June 8.

Education Office, Derby. F. C. SMITHARD,
Becket Street, Derby. Secretary.
18th May, 1920. Derby Education Committee.

Posts Vacant—continued.**UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.**

(A Constituent College of the University of Wales.)

Wanted, a HEAD MISTRESS for the Preparatory School and Kindergarten, who will also assist in the Kindergarten Training Department.

Salary £200 or £180, with furnished rooms.

Applications and testimonials should be received not later than June 14 by the undersigned, from whom further particulars may be obtained.

W. P. WHELDON, M.A., LL.B.
May 17th, 1920. Secretary and Registrar.

SOKE OF PETERBOROUGH EDUCATION AUTHORITY.**COUNTY SCHOOL FOR GIRLS, PETERBOROUGH.**

Wanted, for September:—(1) FRENCH MISTRESS. Honours degree essential. Some advanced course work probable. Initial salary from £170 to £230, according to qualifications and experience.

(2) GEOGRAPHY MISTRESS. Degree or diploma essential. Initial salary £150 to £200, according to qualifications and experience.

(3) DOMESTIC SUBJECTS MISTRESS. Good Cookery and Needlework essential. Initial salary from £140, according to qualifications and experience.

Applications, with copies of testimonials and statement of salary required, should be sent at once to the Head Mistress, Miss WRAGGE. There are 400 girls in the School.

WALTER J. DEACON,
Clerk to the Authority.

County Education Offices, Cross Street,
Peterborough.

REQUIRED, in September, 1920:

RESIDENT SCIENCE MISTRESS. Botany essential. University degree or equivalent essential. Salary £95 to £120, according to qualifications and experience.

Application should be made to Miss DEWAR, The Laurels, Rugby.

ST. MICHAEL'S SCHOOL, EAST

GRINSTEAD.—Wanted, in September: (1) a HISTORY MISTRESS, with English; (2) a SCIENCE MISTRESS, with elementary Mathematics. Church of England essential. One to be non-resident. Apply—Miss O. F. MARTIN, St. Michael's School.

THETFORD GRAMMAR

SCHOOL FOR GIRLS, NORFOLK.—MISTRESS Wanted for September, offering good English and Mathematics. Degree or equivalent essential. Training desirable. Charge of Form. Young Mistress, offering games preferred. Scale £175 by £10 to £300 non-resident. Apply—HEAD MISTRESS.

DOMESTIC ARTS.—Required, a

Lady to teach Students who are not preparing for professional work. Usual Domestic Subjects. Apply—Miss WALMSLEY, Magdala House, Bedford.

GYMNASTIC MISTRESS wanted

for small high-class Private School. One not wishing full physical work, but able to combine Junior English.—Thornelow, Rodwell, Weymouth.

STOCKTON-ON-TEES GRAMMAR SCHOOL.

The Governors will shortly proceed to appoint a HEAD MASTER of the School, which is carried on under a scheme under the Provisions of the Endowed Schools Act, 1869, and amending Acts. Salary commencing about £550.

Particulars for intending candidates may be obtained from the Clerk, to whom applications must be sent not later than June 10th, 1920.

FRANK BROWN, Clerk.
Finkle Chambers, Stockton-on-Tees.

UNIVERSITY OF BRISTOL.

An appointment to the Chair of Philosophy will shortly be made. Stipend £800. Applications before June 10th to the REGISTRAR, from whom particulars may be obtained.

TYPEWRITING.**TESTIMONIALS, 6d. per dozen.**

MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

WANTED, JUNIOR FORM

MASTER. Elementary Mathematics and English Subjects. Good qualifications and experience essential. Honours degree desirable. Initial salary £225 to £315, according to experience, rising to £440. Apply—HEAD MASTER, Central Foundation Boys' School, Cowper Street, E.C.2.

Posts Vacant—continued.**WEST SUSSEX EDUCATION COMMITTEE.****WORTHING HIGH SCHOOL.**

Wanted for September:—SCIENCE MISTRESS. Chief subject Botany, subsidiary Physics and Chemistry.

Also MATHEMATICS MISTRESS.

Candidates should be Honours Graduates of a British University, and training or experience is essential. Present scale £160 to £300. Initial scale based on qualifications and experience.

Apply, with copies of testimonials, to HEAD MISTRESS.

SHEFFIELD HIGH SCHOOL.

Wanted, in September, (1) SENIOR HISTORY MISTRESS, experience essential; (2) SENIOR FRENCH MISTRESS, experience essential; (3) MISTRESS to teach German and some French; (4) two MISTRESSES to teach Mathematics and Science in Middle School, training essential; (5) SINGING MISTRESS, to take class-singing throughout the School, subsidiary subject History, Mathematics, or French. Salary scale. Apply—HEAD MISTRESS.

TAMWORTH GIRLS' HIGH

SCHOOL, STAFFS.—Required in September (1) MISTRESS, with Higher Froebel Certificate for the Lower School; (2) PHYSICAL EXERCISES MISTRESS, willing to take some subsidiary subject. Salaries according to scale. Apply—HEAD MISTRESS.

WANTED for September:—(1) A

GYMNASTIC MISTRESS for Swedish Gymnastics. Special subjects:—Dancing and Remedial work. Resident salary from £120 a year, non-resident salary from £190 a year, according to qualifications. Annual increment £10.

(2) A JUNIOR FORM MISTRESS for Junior Co-Educational School. Salary from £90 a year, resident, according to qualifications. Annual increment £10.

(3) A MUSIC STUDENT. Excellent opportunities for training in Piano, Ear-Training (Kensington High School Method), Class-Singing. A small remuneration will be paid to a suitable candidate.

Apply—Miss BAKER, Badminton House, Clifton, Bristol.

IPSWICH HIGH SCHOOL

(G.P.D.S.T.).—CLASSICAL MISTRESS wanted in September. Honours degree. Salary from £170. Apply, stating subsidiary subjects offered, HEAD MISTRESS, High School, Westerfield Road, Ipswich.

ABBOTS BROMLEY, S. ANNE'S.

—Wanted, in September, SINGING MISTRESS, to teach Class Singing and train choir. Must have good voice herself and be able to teach Junior Pianoforte. Communicant member of the Church of England. Resident salary from £90 to £150, according to degree and experience.

ABBOTS BROMLEY, S. ANNE'S.

—Wanted, in September, TECHNICAL MISTRESS, to teach Cookery and Needlework, and also act as Housekeeper for Mistresses' Boarding House. Salary £120, resident. Communicant member of the Church of England.

FERMANAGH PROTESTANT BOARD OF EDUCATION.

Wanted, a LADY PRINCIPAL for Enniskillen Royal School for Girls. Salary £200 per annum, and use of house accommodation. Seventy-five pupils. For further conditions of appointment apply to W. COPELAND TRIMBLE, Hon. Sec. Century House, Enniskillen.

Applications, with nine separate copies of testimonials, to be sent to the Hon. Sec. at above address on or before Tuesday, 1st June.

RESIDENT MISTRESS required

to teach Mathematics and Science to O.H.L. standard in Girls' Private School. Drawing and Painting an advantage. Salary about £100 a year and laundry. Apply—Miss HALE, Lansdowne House, Murrayfield, Edinburgh.

INTERMEDIATE SCHOOL,

MILFORD HAVEN.—Wanted, next Term: (1) AN ASSISTANT (Master or Mistress) to teach Mathematics; (2) A MISTRESS to teach French. Latin subsidiary in either case. Salary £180 minimum, with increments up to 5 years. Graduates with experience looked for, interested in Games. Apply—HEAD MASTER.

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OCCASIONAL NOTES.

SCHOOLMASTERS, as a body, are intelligent and reasonable citizens, and can realize better than most men that strikes are a waste of energy, public and individual, involving, as a rule, loss of temper and dignity. Hence we may well infer that there must be strong reasons for the resolution to strike on a certain date, if their present scale of salaries is not improved, which was passed (by a majority of one) by a recent large meeting of assistant masters in Middlesex secondary schools. Those reasons exist. For schoolmasters, even more than for other salaried classes, the evil of high prices is aggravated by housing difficulties. Married men with less than £300 a year, who have to pay £50 to £70 a year for furnished rooms in default of more suitable accommodation, are in pitiable plight. It is difficult to persuade them to wait for the decisions of a Burnham Committee. On the other hand, local education authorities have to consider the case of the general body of rate-payers, some of whom are still worse off than many teachers. In such matters, much thought, patience, and sympathetic consideration are needed on the part of the authority. Still more is it essential that there should be, on both sides, full knowledge of the circumstances of the case. A long step towards obtaining these essentials would be to grant seats on the education committees to representatives (not necessarily of their own body) chosen by the teachers, both primary and secondary. The committees and the teachers would have information at first hand, and the teachers would have a voice in their own and all other educational matters with which the authority is concerned.

IN the Report of the Ministry of National Service there was evidence of a very irregular distribution of defects, many of which were, no doubt, due to defective general and industrial hygiene, but some of which seemed to be due to some of the constituent ethnic elements of the population being more affected by particular environments than others. No data, unfortunately, exist for even a partial survey of this subject. The extension of medical inspection to our secondary and continuation schools affords an opportunity to fill this serious lacuna in our knowledge, by making it possible to ascertain within a brief period the distribution and the types in our adolescent population. Once this were done, it might be feasible to take steps to protect special populations. Thus, it is surmised that the conditions of town life fall harder on the tall, fair-haired members of nordic descent, but the nature of the deleterious factors cannot be studied for lack of evidence. The recent regulations for medical inspection lay down that data must be collected as to stature, weight, and chest dimensions, and suggest that head measurements and hair and eye colour might be noted also. These additional observations would make all the difference between a survey useful only for local purposes and one which would throw a flood of light on the constitution of the whole population. The additional time required would not be great; yet under the stress of present examinations more cannot be done in the time allowed, and each addition to a schedule will demand more staff. A small extra cost, however, would be repaid a thousandfold in the opportunities it would give for the improvement of the national physique by ascertaining the causes of the dying out of particular stocks. Incidentally, much light would be thrown on many interesting points in heredity and in history.

WHILST attention is rightly being focused a great deal upon continuation schools and a more adequate supply of secondary schools, it has to be remembered that the Act of 1918 contemplates a thorough transformation of the upper portion of the ordinary elementary school.

Older Children in Elementary Schools. This problem forms the subject of an instructive report of the London Education Committee to the County Council. The Council have already resolved upon an extension of the central school system, but the next question is what is to be done with the 80 per cent. of children over eleven years of age who will be left in the elementary schools when the brighter ones have passed on to secondary, central, or trade schools. The eleventh year marks an epoch in the mental history of the normal child, because he has by that time mastered the tools of further acquirement—reading, writing, and arithmetic. But, as the whole tradition of our elementary schools is bound up with the question of the three R's, the needs of the older children have never been properly met. These children have largely been occupied in marking time, and this has partly accounted for the feverish anxiety of most of them to leave school. All this must be altered if the elementary school is to play its part efficiently and is to provide a suitable introduction to the newly organized continuation schools.

A CERTAIN amount has been done for these older children, in London and elsewhere, by the provision of handicraft for boys and domestic instruction for girls.

**Practical and
Literary Subjects.**

But, even under the more progressive authorities, and much more in other places, the right balance between practical and literary subjects for the children in question has yet to be found. The report before us makes meanwhile some very good suggestions. Practical arithmetic, geometrical drawing, and drawing in the wider sense need, and can receive, greater attention. The handicraft courses, instead of being confined to woodwork and conceived on somewhat academic lines, can be greatly extended in scope; and more suitable arrangements should be made for practical science work and handwork of all kinds. The traditional rows of desks must to some extent be superseded. At the same time, the literary instruction has to be made more stimulating and inspiring. But the root of the whole matter is the training of the teacher. Specialization in teaching is the only hope of success in these matters. So long as the teacher in the elementary school has to deal with all, or nearly all, the subjects taught, no real progress can be made. Hence the first necessities are that courses of specialized study and training should be established for existing teachers, and that the curricula of training colleges should allow of specialized training from the first.

THE Board of Education have just consolidated their regulations for qualifying service under the Superannuation Act, 1918, in Form 64 Pen, with certain additions to some, and amplification of others, of the rules. The following teaching service, prior to April 1, 1919, is qualifying:

**Qualifying
Service.**

In schools represented on the Head Masters' Conference, the Associations of Head Masters and Head Mistresses, on the Conference of Catholic Colleges, or on the Association of Preparatory Schools; in schools recognized for Column B of the old Teachers Register and service accepted as qualifying for registration by the present Teachers Registration Council; and, finally, service in private schools as to which it is possible to satisfy the Board that they are, or were, as efficiently conducted as those under public management. With reference to the last class of schools, an important concession is made: if it can be shown that on a given date a school was satisfactory, previous service in it will be "qualifying," unless there is evidence to the contrary. For service in these schools after April 1, 1919, a certificate from an inspector of the Board or of a local authority will be required. All teaching service is qualifying if in any university or university college, in schools receiving Government grants (other than from the Board of Education) in any part of the United Kingdom, or when maintained, aided, or inspected by the Government in a British colony or dependency, or in India; in any foreign country when undertaken under the arrangement made by the Board for the interchange of teachers. The various forms of non-teaching service accepted as "qualifying," already published, remain unaltered.

THE proposal of the Bradford Education Committee to acquire a ship for use as a secondary school is now being considered in detail by a Special Sub-Committee. There can be no question as to the physical and mental advantages that would accrue to the pupils if the proposal should ultimately be realized. From a physical point of view, no more healthy or invigorating environment for school-children can be imagined than that of a ship, and

**The Bradford
School Ship.**

it is an environment, too, that would be peculiarly suitable for the imparting of practical instruction as well as of instruction of a more theoretical kind. The main advantage to the pupils, however, would be undoubtedly the broadening of their mental outlook and experience by contact with foreign peoples. The proposal has been widely commented upon, and, among all the comments that have been made, there are few or none that question the advantages that would be conferred on the scholars. Many practical points of detail, however, remain for consideration. It is estimated, for instance, that the cost of a ship would be about £200,000. It will also have to be considered whether the ship should be used to accommodate pupils at every stage of the secondary school course—that is, as a complete secondary school in itself, or whether only the older pupils drawn from the secondary schools throughout Bradford should be admitted. Another problem is whether the ship should be available for cargo: the use of the ship for purposes of freight might possibly be a solution of the financial problems involved. An alternative proposal to the purchase of a ship is the possibility of engaging sleeping accommodation for the pupils on several ships; an obvious objection to this plan is that on an ordinary passenger ship it would be difficult to obtain proper facilities for educational work. The issue of the Committee's deliberations on those and kindred questions will be awaited with interest.

A FEW years ago a *questionnaire* was circulated among universities, public and secondary schools, and institutions of similar rank, in order to ascertain the extent to which the study of Spanish had been adopted in this country. The replies were, in the main, unsatisfactory, nor is the information contained in the

**Spanish in
Secondary
Schools.**

pamphlet on "The Teaching of Spanish in the Universities and Public Schools of the British Isles," recently compiled by the Anglo-Spanish Society, provocative of greater satisfaction. In too many schools Spanish is definitely ruled out of the curriculum, and in too few is it incorporated into a regular scheme of study. This apathy towards the study of a language which boasts a splendid literature, and possesses an economic value second only to English, must, we fear, be attributed to prejudice or a want of knowledge of the true value of the subject. The appeal which the Spanish-speaking world makes to English youth should not be thus ignored, and the success attained in Spanish teaching in such schools as Bradford, Carlisle, Brighton, Oundle, King William's College (Isle of Man), and Nottingham, should encourage this study in schools which still hesitate to include Spanish in the regular curriculum. Insufficient interest is taken in the subject. Lack of qualified teachers in schools could be remedied by granting grace periods to modern languages specialists and by offers of better salaries to well qualified men. The universities could help by giving preference to English lecturers and readers and by founding travelling studentships. The study of Spanish in this country is worthy of encouragement, and it is to be hoped that within the next few years Spanish may be the regular "second foreign language" in a greater number of schools.

AS our teachers and students of modern languages have been unable, with rare exceptions, to visit the Continent for six years, one can expect that a great

**Study
Abroad.**

rush will take place during the coming long vacation. The teachers will need to smarten up their accent and to get into fresh touch with French colleagues, broaden their outlook on post-war problems, and secure some acquaintance with recent foreign literature. The pupils need to realize that England did not win the war off her own bat, and a stay in a French family—probably for the first time—will not only improve their French, but their European history as well. They will find their hosts as polite as before, but somewhat saddened and disillusioned on the results of the war. But it is when the French or Belgians wish to come to England that the difficulties will begin. For a stay of four weeks, the allowance in pre-war days was ten pounds, in addition to travelling expenses. With the rate of exchange at 50 to 60 francs to the pound, this amount may just suffice, in spite of the enormous increase in the price of living. But, when a French boy wishes to come to England, he will have to pay more than double what he did before, and, with the present decrease in the fortunes of the middle classes in France, it is doubtful if many will be able to afford the expense unless outside help can be provided. As France is so battered financially, it would be a gracious act if the Board of Education consented to receive gratuitously for four weeks a certain number of approved French pupils. There is only one way to ensure that the Entente shall be secure against the attacks that politicians may make on it, and that is for the inhabitants to know one another thoroughly.

Parents' Committees. To enlist the co-operation of the parent in the education of the children is at all times important; at a time such as the present, when children are being educated on lines different from those known to any of their parents, and with new and larger aims in view, such co-operation is vital. Both parents and children are apt to regard the teacher as a kind of shopman who dispenses certain wares at certain hours; and, inasmuch as they must receive his wares whether they will or not, their tendency is to grumble. The one remedy is to bring the home more closely into touch with the school. This was the object of a scheme launched on April 29 at Manchester. An Executive Committee was there formed to arrange for a Parents' Committee for every school in the city. The teacher will benefit because he will secure the intelligent assistance of the father and mother; the home will begin to see the why and wherefore of school discipline; most of all, the child will benefit through parent and teacher realizing that they are members of one another and joint trustees for the child. Mrs. H. A. L. Fisher, who was present, looking at it from her husband's point of view, said: "Driving force is necessary to get an Act of Parliament carried through, and these parents' committees can provide that much needed driving force to help forward measures for the benefit of the children." Prof. Findlay, who presided, has been a pioneer in carrying out this system of co-operation between parent and home. He introduced the Parents' Day at Cardiff, and at the Fielden Demonstration School he set up a Parents' Committee which had a large say in the management of the school. In his recent "Introduction to Sociology," he works out the several responsibilities of the various groups of the community: the family, the Church, and the State, as regards the upbringing of the young. The Workers' Educational Association, which was repre-

sented by Mrs. Bibby, has always set itself to make parents realize that the schools are theirs. The greatest enemy of education is apathy, and the best cure for apathy with parents as with children is self-activity. We must develop the keenness of the good parent to counteract the dead weight of those who will not be bothered.

The Higher Certificate and the University. REPRESENTATIVES of the four major associations met representatives of all the northern universities at Birmingham on May 15 to discuss the question of adjusting university courses to the new conditions set up in secondary schools through the institution of advanced courses and a higher school certificate. When a pupil has passed to matriculation, it is natural for parents to ask: "What good is there in allowing him to stay on for another two years? If he is to go to the university, why not start at once?" In some cases one is able to hold out a reasonable hope of a scholarship, but this does not apply in every case; and all teachers were at one in their demand that a higher certificate should give the right of admission to an Honours course. They also urged that, inasmuch as a higher certificate meant a higher standard of attainment—at any rate, in the three main subjects—than a university Intermediate examination, some adjustment of the requirements of that examination was necessary in such a case; it was absurd for the more advanced pupils to be marking time and losing the impetus and avidity of their first year.

Revision of Courses. PRACTICALLY all the universities of the north have either carried through already reforms on these lines or have them under consideration at the present time. Medicine presents a difficulty. The physics syllabus of the Higher Certificate includes no acoustics, an all-important branch for a doctor, and its treatment of hydrostatics is not what the medical course requires. The chemistry is also out of gear; there is too much about metals in the course, and too little about ferments, arsenic, and so on. Biology also is a problem, because its province is divided between zoology and botany in the syllabus of the higher certificate. But in some of the universities the medical student who has studied chemistry and physics for two years in the advanced course is encouraged to work at one or other of these subjects on a higher level in his first year, and may combine a B.Sc. with his medical qualification. Strong support was expressed for the Classical Association in its opposition to the exclusion of Latin from the advanced course in modern studies. The history faculty regards this as a retrograde measure quite as much as the philologists, and, though no resolution was passed, the agreement of all present was unmistakable whenever a protest was made against the idea that Latin is meant for the classical specialist and for no one beyond. Three resolutions only were passed: one calling upon the universities to make some public announcement that a higher certificate would be regarded as *prima facie* evidence of fitness for an Honours course; the second urging that more freedom of combination and of syllabus should be allowed in the advanced courses; in the third the Conference said it would welcome the definite establishment of a closer relationship between the higher certificate and the first-year work of the university.

ONE of the chief uses—perhaps the chief use—of history as a factor in education is as a solvent of prejudice. The mind is more tolerant and supple, without necessarily being less decisive in its judgments, when it has been accustomed by long and wise training and self-

The Teaching of Local History.

training to approach difficult problems in the light of their history. It gains a more accurate perspective; it disentangles what is still authoritative from what is obsolete; it interprets a dogma or an institution with a knowledge of the psychology of the period of its origin. In a word, its outlook is humanized. But the study of history, if it is to affect the attitude of the mind, must acquaint us both with the trend of the growth of our own nation (together with that of the other nations with whom it has been intimately associated) and also with the part which men living in our own town or county have borne in the building up of the national life. General history without local history is remote. Local history without general history is apt to be unilluminating and lacking in scholarship. On both sides of his work the teacher and the student of history needs access to first-rate authorities, and it is often in the sphere of local history that his materials are the more defective. The decision, therefore, to issue the Victoria History of the counties of England in parts, purchasable separately, will be welcome to many teachers who, under the old conditions of its publication, have had to forgo the help of this work. The publishers, Messrs. Constable, have prepared a statement showing the separate parts in which the Victoria History, so far as it is already complete, can now be obtained.

THE Lancashire Education Committee estimate that their expenditure on elementary education for the current year will amount to £1,185,600, an increase of £142,362 on that of the previous year.

Estimates in Lancashire.

A further sum, it is said, may have to be added in respect of the new scale of salaries for teachers which the Joint Standing Committee are at the present time considering. For higher education, a sum of £460,100 is estimated, an advance of £222,700 on the expenditure of last year. The main item of increase is due to contributions to non-county boroughs, urban and rural districts (partly owing to the abolition of special rating in these areas), and to salaries of evening school teachers; additional cost of maintaining the present schemes of education, automatic increases to teaching staffs, the erection of new and extensions of existing secondary schools, provision of experimental day continuation schools, the re-establishment of classes abandoned owing to the war, and increased provision of classes in rural districts. The scholarships and exhibitions have also been largely augmented.

THE penurious tradition which has retarded the development of education for so many years is ceasing to operate. There is no longer any talk of sparing the rod and spoiling the child; on the contrary, we are in danger of unduly increasing the rate and embarrassing the rate-payer. A return prepared by Mr. F. H. Owers for the County Accountants' Society gives some interesting statistics of expenditure. In 44 administrative counties during the past year elementary education required

Educational Expenditure.

twelve and a half millions, the cost for each scholar in average attendance being just over £7. This is something more than double the expenditure of twelve years ago. For higher education the total is nearly three millions, about three times the expenditure in 1908. The devaluation of money accounts, no doubt, for a considerable proportion of the advance, but it is to be remembered that the new developments under the Act of 1918 have not, as yet, matured. When the arrears due to the interregnum of the war and the new demands of reconstruction are added to existing commitments, the Treasury and the local rate-payer will have occasion to reflect. There must inevitably be a reaction against the present disposition to spend with prodigality. When that time comes the task of ascertaining the relative productive value of different educational investments may be attempted.

BROADLY reviewed, the aim of the State in maintaining a system of public education is to produce healthy, moral, intelligent, and well informed citizens; to enable individuals to use their powers to the best advantage in the service of the State. In the endeavour to achieve these aims, it may be hoped that due regard will be paid to social and economic conditions, and that a system of education adopted for particular purposes, or to meet the requirements of certain circumstances, will not be assumed as necessarily suitable for any purpose and all requirements. We have travelled a long way from the conception of the duty of the State to the education of its citizens, so admirably expressed by Mr. Dombey. "I am very far from being friendly," he said, "to what is called by persons of levelling sentiments general education, but it is necessary that the inferior classes should continue to be taught to know their position and to behave themselves properly; so far, I approve of schools." The cynic might say that levelling sentiments are now translated into Acts of Parliament and that it is the superior classes who are to be taught to know their position and to behave themselves properly.

Educational Aims.

PENDING the report of the Joint Standing Committee on the salaries of teachers in secondary schools, the Kent Education Committee have made provision for the payment of a special bonus at the rate of £12 a term, as from the beginning of the Spring Term, 1919, to all full-time permanent head and assistant teachers who were in the service of the Committee at the end of the last term. It is provided that no payment be made which would bring the total remuneration in excess of the following amounts: for graduate and assistant masters and mistresses, £450 and £350 respectively; for assistant masters and assistant mistresses on the non-graduate scale, the amount to which he or she would be entitled if placed upon the scale for certificated teachers in elementary schools. In Northumberland, an interim scale has been adopted. All teachers are placed upon a correct position on the scale to which their years of service entitle them, and are to be paid one-fifth of the difference between the present salary and what the scale salary would be on August 1, 1923, or a double increment, if that amount is greater, on April 1 of this year and on August 1 in this and the three succeeding years.

Salaries in Kent.

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MUSIC AND EDUCATION: SOME IDEALS OF TO-DAY.

By F. H. SHERA, Director of Music, Malvern College.

THIS article is an attempt to emphasize and illustrate a few points in the modern teaching of music. It deals primarily with the conditions prevailing in boys' schools, preparatory and public, but it is hoped that it may be of service also to teachers in other types of school. Such teachers, however, have already much help available. For girls' schools there is the Report of the Education Sub-Committee of the Head Mistresses' Association (summarized in *The Music Student* for March last); for elementary schools there is Mr. C. T. Smith's stimulating book, "The Music of Life" (King); while every teacher should be familiar with the Board of Education's Memorandum on the Teaching and Organization of Music in Secondary Schools. Each of these provides not only food for thought, but also practical help, even for teachers who may refuse to subscribe to every requirement demanded.

Music lessons are either individual or collective. The old style of individual teaching—still unhappily rampant to-day in many boys' schools—seems to neglect, except by accident, sight-playing and all it implies (e.g. the sense of rhythm and tonality), aural training, and the appreciation of the form and content of music, in favour of mechanical playing by heart, aided sometimes by the grand old fortifying discipline of technical exercises. In a word, the pupil is helpless after he has left the teacher.

For this deplorable state of things the responsibility must be shared by the parent who demands that his son shall bring home a "nice" piece to play during the holidays, by the head master who is indifferent to every consideration but the parental wishes, and by the teacher who acquiesces in such an arrangement. All honour to him who does not! Hundreds have left school before their time, taken a diploma on grounds which have little to do with teaching, and, to a public easily bamboozled, have forthwith announced themselves as persons qualified to impart musical instruction. Behind all this lies the financial problem: the old-style teacher is poorly remunerated, but teaching of this kind earns as much as it is worth, and often more than that. However, the day is dawning. It is possible now for a teacher to be trained in teaching; parents are gradually waking up to the fact that good teaching, especially at the beginning, is imperative; some of our educationists are amateur musicians; some of our musicians amateur educationists.

Teaching material is abundant. Mrs. Curwen's "Teacher's Guide" (Curwen & Co.)—the first work, probably, to treat music as an educational subject—for pianists, the Matthey-Swinstead "Child's First Music-Making," and imaginative compositions of every grade of difficulty by English composers, as well as admirable editions of the German classics, are all on the market, for any teacher to use in accordance with his own and the pupil's individuality.

Collective music teaching of the old style presents the same dreary aspect—little or nothing but learning by rote, whether in choirs or choral societies. Here, however, as I shall hope to show, the old position is partially defensible. But the gravamen of the charge lies in the fact that such a system rests on no basis and can carry no superstructure.

Let us turn to the new style. Its aim is, in a word, to produce *musicians* rather than mere executants; or, as the Board of Education put it, "interested and intelligent listeners, useful accompanists, and competent members of choral societies," and, we may add, of amateur orchestras. The question of taste is vital; and the only way to raise its standard is by the gradual elimination of the unworthy.

Two misconceptions must be cleared away—(1) that classical music is necessarily dull or incomprehensible, or both; (2) that it is necessarily difficult. As for (1) let us point out that "classical" means "first-class of its kind," and may include Sullivan's comic operas and Percy Grainger's works as well as Bach and Beethoven. Let the teacher be careful in his choice of music: let him avoid long compositions and seek out

musical tunes; let him, for instance, have a Bach concert without any fugues in it; and progress will be rapid.

The second misconception is found more frequently amongst masters and parents. Hence the choir and choral society embark on anthems and other music of the "pretty-pretty" order beloved of country choirs, instead of Handel choruses, Farrant's "Lord, for Thy tender mercies' sake," Parry's "Jerusalem," and the like; or, in the secular department, Somervell's "Forsaken Merman," Parry's "Pied Piper," Stanford's "Diaphenia," Benet's "All creatures now are merry-minded," and so on. Only lack of space prevents the multiplication of instances. A word of warning may be given: in no instance should the words, any more than the music, fall below a high standard.

There is no reason for invariably putting before a boy music which he can fully comprehend at the outset. We do not expect him to realize at school the full meaning of the Psalms, of Shakespeare, of Aeschylus. Why should we do the like in music? Great art becomes greater and truer with the growth of experience; and just as we introduce the boy at school to great literature, so ought we to introduce him to great music. That there are inherent difficulties in the presentation of good music is not to be denied. The greatest of these is that, while for the performer concerted music is of the highest value, for the listener it is the hardest to understand. The youthful audience appreciates solo work more easily than concerted, vocal more easily than instrumental. Few realize that the broad outlines of sonata form must be grasped before a work employing it can become intelligible; fewer still that musical forms are not difficult to teach. There is, of course, the difficulty (not confined to young or even to musical audiences) of the greater interest taken in the performer than in the work performed.

Let us begin, as Prof. Buck long ago told us to do, with the hymns—the most "popular" part of school services, partly because in these the majority of boys find their sole self-expression through music. If music has any value in the formation of character, a large part of "Hymns Ancient and Modern"—still, we believe, the most widely used hymnal—will have to go on the *Index*. The numerous tunes in which sentimentality so dangerously masquerades as sentiment, as well as some of a more blatant type, must be rigorously excluded. The question of hymn tunes is a very thorny one. Final agreement is impossible. From early association, inferior music has undoubtedly a religious value for certain persons. Many, however, whose eyes are better trained than their ears are devoted to styles in music which in stained-glass, architecture, painting, or literature they would reject with scorn. But is that any reason for denying to youth the best we can give it?

In the rest of the music which the boy is to perform and hear, the same ideal should be kept in view. Piano teaching music, artistically interesting, of every grade of difficulty, and appealing to the imagination in a way in which the old-style German rubbish never did, is being literally poured on to the market by such publishers as Winthrop Rogers, the Anglo-French Company, Joseph Williams, Augener, and Curwen. Other material requires merely discreet selection, bearing in mind that most boys listen, in the first instance, for tunes, and that the faculty of attention in the young is easily tired. A forty-five minute concert, for instance, once a fortnight is far better than a two-hour one once a term, and almost as easily provided.

It will be seen that this method of developing the critical faculty is closely akin to that recommended by Matthew Arnold in his essay "On the Study of Poetry"—which, *mutatis mutandis*, might almost be an essay on the study of music. We must encourage boys to store their memories with examples of music admittedly great, and to use these as touchstones in testing the quality of other musical metal. Put Boyd's "Pentecost" next to "St. Ann's"; put a popular drawing-room song next to a Beethoven or Schumann slow movement, and there is no more to be said.

The combined training of ear, eye, and muscle—in other words, ear-training and sight-reading, vocal and instrumental—

is only gradually coming to be regarded as universally essential. The inclusion of "hearing with the eye and seeing with the ear" among modern ideals of music teaching would need apology but for its rarity in boys' schools. Until the preparatory schools recognize their duty in a matter which may affect about 95 per cent. of their pupils, it seems "up to" the public schools to repair the omission as far as possible. Take five minutes from each boy's weekly lesson periods; form ear-training classes of about a dozen boys, and give each class thirty to forty minutes per week at ear-training, sight-singing, and musical appreciation. Apart from the other advantages of the scheme, the economy of the teacher's time is a point worth consideration. Sight-playing ought, of course, to come into every lesson, and excellent books of tests by Dr. Somervell and other composers are now available, all duly graded.

The encouragement of the community spirit by music is another article of the new creed; though its value, like that of the other points mentioned, has long been recognized in certain schools. Apart from community singing in school chapels, most schools possess a choral society. The objects of the school choral society should be: (1) to provide the thrill of community singing for a large number of boys, (2) to explore some of the masterpieces of choral music, (3) (a point of far less importance than the other two) to provide portions of concert programmes. But, to do these things profitably, a fair proportion of the singers must have some elementary knowledge of sight-reading, a knowledge which increases with every bar sung from music.

Community singing on simpler lines may well form part of the usual house-singing competition. Six or more songs may be learnt and one chosen for competition purposes, marks being scaled according to the size of the choir. As material, folk songs are obviously the best possible, or would be, were it not that so many of them are equipped with words which have no claim to literary merit. Here is a chance for the budding poet. Why, in fact, should not the words be written or rewritten by the boys themselves?

Many schools, again, boast an orchestra of sorts, and for them such things as Percy Fletcher's "Folk Tune and Fiddle Dance" are invaluable; while a good deal of standard classical music may be tackled by the simple expedient of employing a piano duet as a foundation and supplying the players with the proper orchestral parts. Haydn's "London" Symphony, Mozart's last three, the first movement of Beethoven's C mi., Sibelius' "Valse Triste"—none of these are excessively difficult. Chamber-music classes, too, are full of possibilities, though the scarcity of viola players may be a handicap. A simple remedy is to find an enthusiastic violinist and string his violin as a viola. An intelligent boy can learn the viola clef very easily.

But the condition precedent to these delights is that the players be able to attack their parts at sight, and leave dropped notes to pick themselves up on repetition. Given this capacity, progress is rapid, keenness increases, and boys see that in concerted music, at any rate, the whole is much greater than the sum of the parts. Material: Haydn, early Mozart, the early Beethoven piano trios, &c. Begin with the minuets, and take the slow movements last.

The training of the audience is a necessity which is as yet imperfectly recognized. If a Shakespeare play is to be given, form masters hasten to read it with their forms beforehand; but the idea that any training is required to hear a musical work which may have occupied one of humanity's greatest brains for years comes to some people almost as a shock. Can we wonder that, through neglect of such training, many people are apathetic or hostile to classical music? Method: before (say) an orchestral concert is given, let the audience learn the chief themes—with the aid of piano, pianola, or gramophone—well enough to hum them; then, if time permits, initiate them into the mysteries of musical form, a much simpler thing than most people imagine.

For ear-training, sight-singing, and audience-training the Macpherson-Read books * give the teacher all he requires and

* Joseph Williams.

more—and, better still, tell him how to teach. Will music as taught in the first of these books ever be a part (optional perhaps) of the Common Entrance Examination? The Union of Directors of Music in Secondary Schools have pressed, we believe, for something of the kind, but, so far, without success.

In the present overcrowded curriculum, time for all these activities is increasingly difficult to find. In his book "The Music of Life," Mr. C. T. Smith invites historians to co-operate by teaching musical biography, men of science by teaching the musical applications of sound, "divines" by discussing the music of religion, and so on. Admirable! But—do many of them know enough about music to do so? Or, if ignorant, do they care sufficiently to learn?

It is undeniable that music has something to offer in return. The reading of music, demanding as it does the co-equal training of eye, ear, and muscle, exacts a closer concentration of the faculties than most subjects. The training of the critical faculty cannot but be of service to the teacher of literature; and the literature of some language or other bulks large in the curriculum at present. To the modern linguist, the training of the ear; to the man of science, the training of the instrumentalist's touch; to the teacher of literature, training in rhythm—all these may be of help.

In brief, the ideals of modern musical training are two: to enable the "plain man" to enjoy first-class music of every kind "from folk-song to modern opera," as a writer in the *Times* once put it; and to enable him to take a part, however humble, in some form of co-operative music. Under the old system, or lack of system, the chances were heavily against his attainment of such a goal. But to-day the means are ready to hand. It only remains to apply them. And we cannot better strengthen the plea for the new methods than by quoting Browning:—

I state it thus :
There is no truer truth obtainable
By man, than comes of music.

PERSONAL PARAGRAPHS.

THE death of Dr. Handley Moule, Bishop of Durham, in his seventy-ninth year, removes one of the remaining few of the last group of Fellows admitted by William Whewell at Trinity. He was the youngest son of the Rev. Henry Moule, Vicar of Fordlington, Dorset, who was reputed to be Mr. Hardy's model for the noble old parson, "the earnestest man in all Wessex," in "Tess of the D'Urbervilles." After an early education at home, Dr. Moule went to Trinity College, Cambridge, with a scholarship, and first won distinction by his "Six Sacred Poems," for which he was awarded the Seaton's Prize. In 1864 he was bracketed second in the Classical Tripos, and in 1865 obtained a First in Theology, and was elected to a Fellowship. During the next two years he served as an assistant master at Marlborough, and was then ordained. After acting as his father's curate for some years, he returned to Cambridge in 1873 as Dean of Trinity, and in 1880 was appointed first Principal of the newly founded Ridley Hall, the Evangelical College at Cambridge which he created and laboured in for nineteen years, during which period he exercised a profound influence on many generations of Cambridge men. In 1901, Dr. Moule was raised to the episcopate in the see of Durham, following Westcott and Lightfoot as he previously followed them in his chair at Cambridge.

* * *

SIR OWEN M. EDWARDS, Chief Inspector of Schools under the Welsh Department of the Board of Education, passed away, after a somewhat prolonged illness, on May 15, at Bala. Sir Owen Edwards, before his appointment as Chief Inspector, had distinguished himself as a historian and as an authority on matters pertaining to Welsh literature. At Oxford his career was brilliant, and when in residence he

was recognized as one of the best teachers of history in the University, but he will most probably be remembered best by his contribution to Welsh literature and history; for in one sense he may be regarded as the pioneer in that field of Welsh studies which aims at popularizing and making accessible some of the great Welsh classics. As a writer of smooth and rhythmical Welsh prose, he was probably unexcelled. In 1908 he left Oxford, on taking his appointment as Chief Inspector of Schools on the formation of the Welsh Department by Mr. McKenna. The post was by no means easy to fill, as in the domain of secondary education the Central Welsh Board mainly controlled the bulk of the secondary schools in Wales. Difficulties, therefore, almost inevitably arose, but, considering the somewhat anomalous relations of the new Department to the Central Welsh Board, it is remarkable that it was possible for the two authorities to work together as harmoniously as they have done. It is, however, too soon as yet to estimate properly the full effect of Sir Owen's regime on recent educational developments in Wales. There is no doubt that his end was hastened by overwork, though the recent death of his wife had considerably affected him. He was a member of the Royal Commission on University Education and the Departmental Committee inquiring into the organization of secondary education in Wales.

THE death of Mr. E. D. Rendall, formerly organist and music master at Charterhouse School, will be mourned by generations of Harrovians, Alleynians, and Carthusians. Mr. Rendall laid the foundations of a musical career at Harrow, under John Farmer, and afterwards as a Foundation Scholar at Trinity College, Cambridge. He was nineteenth wrangler in 1881, and, after studying music at the Berlin Hochschule under Joachim for three years, he became responsible for the music at Dulwich College under Dr. Welldon in 1884, and subsequently under his cousin, the Rev. G. H. Rendall, at Charterhouse.

THE death of Miss S. J. Hale, principal of Edge Hill Training College, 1890-1920, has deprived the English educational world of one of its most original and most inspiring members. Though Miss Hale took her fair share in the rather dreary grind of committee and other meetings, no one realized better than she that the essential, lasting work of education does not lie there. All who really knew her as friend, colleague, or teacher will remember her for her quick humanity, common sense, patience, genius for friendship, and not least for her quaint, dry humour. By these qualities she trained and guided generations of students; by these, in the ordinary commerce of life, she kept the machinery running efficiently, happily, safely. Her sound sense enabled her, in all sorts of circumstances, to sift the grain from the chaff: she can seldom or never have been taken in by a sham nor lured by a fad, so swiftly could she estimate such baits at their intrinsic value, without wasting time or temper on them. In public, in private, she never spared herself: no one approached her in vain. Few women can have been more deeply and generally loved and respected; in very truth she was of those "Just" whose memory is blessed.

DR. RONALD M. BURROWS, who died on May 14, will be mourned by colleagues and friends as numerous and varied as were his activities in national, educational, and social spheres. He was educated at Charterhouse and Christ Church, Oxford, taking First Class in "Moderations" and "Greats." From Oxford he went, in 1891, to be assistant professor of Greek, under Prof. Gilbert Murray, in the University of Glasgow; thence, in 1898, to the professorship of Greek at University College, Cardiff; and ten years later to Manchester University to fill a similar post. In 1913 he was appointed principal of King's College, London, being the first layman to hold that position. In a masterly way Dr. Burrows took advantage of the suspension of many of the College activities during the war to prepare for a future far wider than had ever been conceived. He established many new departments, especially for the study of foreign languages, history, and literature, and insti-

tuted a system of public lectures. His relationship with students was always of the happiest. He was a scholar in all he did, and, although a diplomatist, too, yet he always preached exactly according to his judgment. During the war he took an active part in the education of public opinion on foreign affairs, particularly with regard to politics in the Near East. He was one of the founders of the Anglo-Hellenic League in 1913, and during the following years of war he was mainly responsible for its propaganda work. Dr. Burrows also took a great interest in social work.

MR. H. G. MAYO, of Bristol Grammar School, is to be the first head master at the new secondary school for boys at Wallasey. Mr. Mayo was Senior Optime in the Mathematical Tripos 1902 and graduated B.Sc. London, in 1904. He was formerly head master of Ossett Grammar School.

MR. G. F. MORTON, head master of Tamworth Grammar School, who is to succeed Mr. W. H. Barber, head master of the Leeds Boys' Modern School at the end of the present term, is an old boy of Macclesfield Grammar School and an exhibitor of Emmanuel College, Cambridge. Mr. Morton obtained second class honours, Parts I and II, Historical Tripos 1905-6, and his experience includes service as a lecturer at Moulins, France, as an assistant at the Central High School, Manchester, and as a head master at Katherine Lady Berkeley's School, Wotton-under-Edge, and Tamworth Grammar School.

MR. W. H. BARBER, who graduated B.A. London in 1884, is retiring from the head mastership of the Leeds Modern School after thirty-six years of service. He was formerly an assistant master at the school, and was promoted to the headship in 1891. For many years he has taken an active part in the movement making for educational progress and the improvement of the conditions of service in the teaching profession.

MR. W. P. DODD, assistant master at George Watson School, Edinburgh, and a native of Denbighshire, has been appointed head master of the new secondary school established by the Denbighshire County Council at Colwyn Bay; and the Rev. D. J. Bowen, who has been "acting head master" of Ruabon Grammar School for the past three years, has been permanently appointed to the headship.

By the retirement of Mr. W. D. Eggar at the end of the present term, Eton will lose another senior master. Mr. Eggar has given thirty years' service in teaching, of which twenty-five have been spent at Eton. He will be greatly missed as a broad-minded, kindly colleague, with an unfailing sense of humour and a genial sympathy with many sides of life. An old pupil of Brighton College and an exhibitor and scholar of Trinity College, Cambridge, Mr. Eggar was thirteenth wrangler in 1887, and took a Second Class in the Science Tripos, Part II, in 1888. As Secretary for some years to the Education Section of the British Association, and as a public lecturer, he has done much good work for education, apart from his normal school duties.

AT a Congregation held on May 9 last at Cambridge, it was unanimously agreed to confer the title of "Orator Emeritus" upon Sir John Edwin Sandys on his retirement from the office of Orator of the University, after more than forty-three years of distinguished service, and to confer upon him the degree of Law *honoris causa*.

PROF. H. J. W. HETHERINGTON, who was recently appointed Principal of the University College, Exeter, has, during his occupancy of the Chair of Philosophy at University College, Cardiff, for the past five years, gained a reputation for university statesmanship. A zealous worker in educational movements outside his professional duties, he was chairman of the South Wales and Monmouthshire University Tutorial

Classes Joint Committee, honorary secretary of the Cardiff University Settlement, and honorary secretary of the Welsh National Association for Reconstruction. In addition, he conducted a successful university tutorial class at Newport, and contributed frequently to educational literature, publishing, among other works, a volume on "Social Purpose," written in collaboration with Prof. Muirhead, of Birmingham University.

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THE Pope has conferred on Mr. John Gilbert the honour of Knight Commander of the Order of St. Gregory the Great in recognition of his services rendered for many years to the cause of Roman Catholic education, and on the occasion of his appointment as Chairman of the London County Council.

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MR. H. WHALLEY, Assistant Director of Education at Darlington, has been appointed Acting Director and Secretary to the Darlington Technical College. He was formerly on the teaching staff of the Harris Technical School, Preston.

* * *

MISS GOODALL, of the Manchester High School, will shortly take up the position of inspector of the new day continuation schools under the Manchester Education Authority, and will supervise the work of the new system in the area.

ONLOOKER.

TOPICS AND EVENTS.

MODERN LANGUAGES HOLIDAY COURSES, 1920.—The Board of Education have published a list of nineteen Holiday Courses in Modern Languages which will be held at different times during the present year, but mostly in the summer months. It should be clearly understood that the inclusion of a course in this list is not to be interpreted as the expression by the Board of any opinion as to its efficiency or otherwise. Four of these courses are in Switzerland, viz. at Basel, Geneva, Lausanne, and Neuchâtel; one in Spain, at Madrid; two in London; and the rest in France, at Besançon, Boulogne, Dijon, Grenoble, Caen, Lisieux, Paris, Rennes, St. Valéry-sur-Somme, Strasbourg, and Tours. The table published by the Board of Education gives the date of each course, the fees, lowest cost of boarding, principal subjects of instruction, address of local secretary, and other details of importance to intending students. Copies of this paper (price 3d.) can be obtained direct from H.M. Stationery Office, Imperial House, Kingsway, London, W.C.2, or through any bookseller.

ASSOCIATION FOR THE REFORM OF LATIN TEACHING.—The fifth summer course of the Association will be held this year at Chester, from August 30 to September 8. There appears to be little prospect of hostel accommodation, and, in consequence, it has been decided to supplement lodgings by a small camp. Tents will be pitched in the grounds of the Training College, and meals will be served in the College dining hall by a caterer. The camp will be in two sections, for men and women members. The following features will be included in the programme:—Demonstration Class:—First Year Latin: Miss A. Woodward, Edinburgh. Combined reading and oral practice: Members will be divided into groups of about eight, under a leader, and the oral practice will be graded and based on the text read: Director, Mr. F. R. Dale, Plymouth. Demonstrations of the use of picture stories and picture cards in teaching composition: Prof. F. Granger and Mr. W. H. S. Jones. First Year Direct Method Greek Class: Dr. Rouse. The Teaching of Latin Prose Composition: Mr. L. R. Strangeways. A detailed programme, time-table, and particulars regarding accommodation may be obtained from Mr. N. O. Parry, 4 Church Street, Durham.

UNIVERSITY OF CAMBRIDGE: LOCAL LECTURES SUMMER MEETING, 1920.—The Summer Meeting of 1920 will begin on July 29 and end on August 18. It will be divided into two parts: Part I will extend from July 29 to August 9; Part II from August 9 to August 18. The main subject of study will be "The History, Literature, and Art of Spain." The inaugural address will be de-

livered by His Excellency Don Alfonso Merry del Val, Spanish Ambassador to the Court of St. James. There will be several lectures on Latin America, and arrangements are being made in co-operation with the Modern Language Association and the Anglo-Spanish Society for classes in the Spanish language lasting two hours each day. The classes will be held at times which will not interfere with the general lectures of the meeting dealing with Spain. The lectures in the section dealing with Natural Science will be held in the first part of the meeting, and are being arranged in co-operation with the Association of Science Teachers. Courses will be delivered on physical science (historical and biographical) and on elementary astronomy. Forms of entry and further information will be supplied by the Rev. Dr. Cranage, Syndicate Buildings, Cambridge. Letters should be endorsed "Summer Meeting."

GLAMORGAN SUMMER SCHOOL, BARRY.—This school is being held a week later this year, from August 9 to September 4, on account of the national Eisteddfod, which is being held at Barry during the first week in August. In addition to the usual courses in physical training, educational handwork, Nature-study, and so on, which are now naturally associated with the Barry Summer School, new subjects have been introduced this year. Mrs. A. M. Teague, Rolls Road L.C.C. School, will conduct a course on the Montessori method; Mr. J. Morgan Lloyd, University College, Cardiff, will deal with the teaching and appreciation of music; and Mr. R. E. Bevan, Llanwith, will give lessons and demonstrations in bookbinding. Application forms for admission to the school may be obtained from the Chief Education Official, Glamorgan County Hall, Cardiff.

LONDON SCHOOL OF DALCROZE EURHYTHMICS.—The Easter Vacation Classes held under the direction of Miss Ethel Driver and Mr. Ernest Read were attended by fifty-one students, and were a great success. The Summer School will be held in Oxford from August 16 to 28 inclusive.

LEAGUE OF NATIONS UNION.—A Summer School will be held in connexion with the Union at Kempsey School, near Worcester, from July 31 to August 7. The school will be open to both men and women. Applications for admission must reach the League of Nations Union, 22 Buckingham Gate, S.W.1, by June 15. Applications must be accompanied by a deposit of 2s. 6d. The entry fee, including the deposit, is 7s. 6d. The main object of the school is to train those likely to make efficient leaders of study circles. The subjects of study will be the Covenant and International Affairs.

FRENCH ASSISTANT TEACHERS IN ENGLISH SECONDARY SCHOOLS.—Under the Convention between the Board of Education and the French Minister of Education, young French secondary-school masters and mistresses recommended by their Ministry may be attached for a year to secondary schools in England; and in suitable cases the Board of Education may make a special grant towards meeting the expense involved in such an arrangement in secondary schools upon the Grant List. The grant made by the Board to the school for an assistant will amount to half the expenditure incurred in respect of board and lodging, or maintenance allowance in lieu of board and lodging, up to a maximum grant of £45. Further information as to the conditions under which these grants will be made, or under which schools not eligible for grants may receive French assistants, will be found in the Rules. Schools eligible for these grants, and willing to receive French assistants on these terms, or schools not eligible for grants, but prepared to receive French assistants without grants, are requested to apply at once to the Secretary, Board of Education, Whitehall, London, S.W.1. Applications must be made by June 9, as the list of schools which are to receive these "assistants" has to be sent in to the French Government in that month.

ROYAL ACADEMY OF MUSIC AND THE ROYAL COLLEGE OF MUSIC: AWARD OF MEDALS.—The following candidates gained the gold and silver medals offered for the highest and second highest honours marks respectively in the Advanced and Intermediate Grades of the Local Centre Examinations in March-April last, the competition being open to all candidates in the British Isles:—Advanced Grade Gold Medal: Albert E. Ulett, Wolverhampton Centre (Pianoforte), 143 marks. Advanced Grade Silver Medals: Elfrida J. Black, London Centre (Pianoforte), 138 marks; Mary Nettleship, Newcastle-upon-Tyne Centre (Singing), 138 marks; and Eleathia W. Smith, Middlesbrough Centre (Pianoforte), 138 marks. Intermediate Grade Gold Medal: Herbert L. Wadsworth, Man-

chester Centre (Pianoforte), 136 marks. Intermediate Grade Silver Medal: Alison O. Hollway, Canterbury Centre (Violin), 134 marks.

AUTO-EDUCATION.—The Teachers' Guild Summer Conference on Auto-Education will be held from July 30 to August 5 at the Monmouthshire Training College, Caerleon, near Newport, Monmouthshire. There will be lectures in the mornings; the afternoons will be reserved for visits to interesting places in or near Caerleon, such as Christ Church, the Caerleon Museum, with its many exhibits of local and other historical interest, and, further off, Chepstow, and perhaps Tintern Abbey and Raglan Castle, Pontypool, &c. In the evenings there will be formal discussions or some social entertainment. Among the subjects for discussion are—"Auto-Education in the Elementary School," Opener, Mrs. Lawrance, Mistress of Infant Department, Lancaster Road School, Kensington; "Religious Education"; "Auto-Education in the Secondary School," Openers, Mrs. O'Brien Harris, Head Mistress of the County Secondary School, Clapton, and Mr. F. C. Weedon, Head Master of Sir John Dean's Grammar School, Northwich; "The Inspector in an Auto-Education Class"; "The Relation of the Heuristic Method to Auto-Education," Openers, Mrs. Jessie White and Dr. Chattaway; "Musical Education"; "The Bearing of Psycho-analysis on Auto-Education," Opener, Mrs. Susie S. Brierley; and "The Obstructions to the Introduction of Auto-Education into Schools." Applications should be made as early as possible to the Secretary, Teachers' Guild, 9 Brunswick Square, London, W.C.1.

FOREIGN AND DOMINION NOTES.

GERMANY.

Always eager to learn, we have been asking Mr. Fisher about the Works School. Our Education Act [Section 10 (8)] lays down that "Any school attended by a young person in connexion with his place of employment shall be open to inspection either by the local education authority or by the Board of Education," at the option of the managers. What we wish to know is how the local education authority can test or be responsible for the efficiency of such a school where it does not inspect. The Board of Education may have one standard and one ideal, the local education authority another. Let us present a German criticism of the Works School, which perhaps may have in it something of suggestiveness. It is argued: (i) A Works School, if it pursues trade in a greater degree than education, should stand under the Ministry of Trade. (ii) Capitalists are using the Works School to bind employees to themselves; thus, at the Maschinenfabrik Windhoff in Rheine, on the Ems, apprentices who have served their time and followed the Works School course receive 100 marks on completing one further year in the service of the firm, and 200 marks more after another. (iii) Employers so minded to make workmen for themselves will naturally lay more stress in their schools on vocational instruction than on general education.

It is the third of these contentions that interests us. Suppose that in England the local education authority stood for vocational instruction, the Board of Education for general cultural training, or *vice versa*, inspection would depend on the leaning of the managers towards the one or the other. We incline to think that the option allowed to "the person or persons responsible for the management of the school" is injudicious; since, if the managers are tradesmen, they will ensue trade. To make clear the danger ahead of us we print the time-table of a German Works School, pointing out in it the neglect of general education at the lowest stage:—

Subject.	Class				Total hours a week.
	I	II	III	IV	
Civics	—	1	1	1	3
German and letter-writing	—	1	1	1	3
Commercial arithmetic and book-keeping	—	1	1	1	3
Technics (engineering)	1½	2	2	2½	8
Technical calculations	1	1	1	1½	4½
Physical and chemical exercises	—	—	—	2½	2½
Technical drawing and sketching	1½	2	2	2½	8
Total number of hours a week...	4	8	8	12	32

We need hardly repeat that, properly understood, vocational and cultural education are not antithetical; we do need, perhaps, to insist that a Works School could be so organized as to aim rather at profit for the employer than at education for the "young person." It is a critical matter in the English scheme of continuation. Yet we lay down no law—we would but provoke thought. To return to Germany, we may note here that Köln has resolved on obligatory continuation for (unskilled) working girls, the estimated cost for the first year being 280,000 marks. It is not to the Works School that Germany is looking for salvation.

A word of explanation on our attitude towards Germany. We are urged from certain sides to plead for a revision of the Peace of Versailles and to advocate a new League of Nations before the present is well set. From politics we must stand quite aloof, nor can we even accept an invitation from New Zealand, contained, as it seems, in *The Jacobite* (Gisborne, N.Z., I, 2), to overthrow the reigning dynasty of Britain. In the field of morality, we are not minded either to perpetuate hate or to condone unrepented crime. What Germany does in education we will report *impartially*, to interest or instruct those who choose to glance at our German notes.

Here, then, some miscellaneous details:—(1) The *Hochschultag* (University Congress), recently held at Halle a.S., and attended by some hundred representatives of universities and technical *Hochschulen*, deprecated the admission by decrees (*Erlasse*) of the single States (*Gliedstaaten* of the *Reich*) of primary teachers to such academies, as increasing the number of ill-prepared students; for the training of all teachers in future it approved the condition of obligatory attendance of a higher school. Lübeck began at Easter to prepare its primary teachers in this way.—(2) Prussia has abolished the celibacy of women teachers; henceforth not only may women after marriage be employed provisionally at their own request, but in their deeds of appointment the clause by which marriage cancels the right to employment will no longer appear.—(3) The *Reichsschulkonferenz*, or Imperial School Conference, which was to have been held from April 7 to April 17, could not sit owing to political events; it has been postponed until the situation is improved.—(4) Higher fees for secondary schools are reported from several parts of Germany. Thus, in Essen, the Town Authority has raised the fees for secondary schools from 150 marks before the war to 600 marks; complaint is raised that the schools will in this way be surrendered to plutocracy.—(5) In the *Volksschulen* of Lippe the reading of the Bible has been discontinued since the end of last year; as a substitute, there is put *Staatsbürgerkunde* (civics).—(6) There is considerable evidence that many German children lack the first condition of education: adequate nutrition. According to the *Frankfurter Zeitung*, the lives of two and a half million children are in peril.

In the German plans for reconstruction, an important place is assigned to scientific research, and we have word of *technische Forschungsinstitute* founded or to be founded in connexion with the coal, textile, iron, and wood industries; by the last being meant the conversion of forests into paper and chemicals. As to the German reconstruction most feared by schoolmen, that of the *Rechtschreibung*, or orthography, there is hope that it may be postponed. It would embarrass printers, involve an expensive issue of new schoolbooks, and hamper teachers of German abroad, with whom *Uden* has been an oracle for some twenty years. *Der Allgemeine Deutsche Sprachverein* (German Language Association) deems the time inopportune for the introduction of any spelling reform, moderate or drastic.

AUSTRO-HUNGARY.

The Anglo-Hungarian Corporation issues a circular from Budapest, announcing that, in order to re-establish commercial relations with Britain, they propose to establish a "practical school," in which English will be the medium of instruction. Indeed, from what follows it seems that they have already established it:—"The visitors of the school come from the spiritual and financial aristocracy, and they offer full guarantees [*sic*],—that after having appropriated the English language—they will assimilate themselves under the guide of English tradesman [*sic*] in a short time and will be a help to English firms, which intend to take, in the sphere of their activity the products of our country and cover the most important wants of Hungary." Since we are asked by the Cor-

poration to express an opinion on the scheme, we say frankly that we have nothing to do with the reconstruction of trade as trade; to be kind, we add: "Reconstruct your English!"

There is a trafficking with which we are concerned and there are goods which we are zealous to preserve and increase. Learning should be saved from the effects of war. Of all the universities of Central Europe, the University of Vienna, with its auxiliary homes of science, is perhaps in the direst stress. We ask support for the effort that Oxford and other English universities are making to assist their stricken sister.

SPAIN.

The Latin races of Europe are experiencing a revival. There is a great demand for Spanish, which, we may remark, is the vehicle of a great literature as well as an instrument of trade. Spain will assist those who wish to learn her language. The Ninth Summer Session for Foreigners, organized by the Junta para Ampliación de Estudios, will take place in Madrid from July 10 to August 20, and July 24 to September 4, 1920. The two sections, beginning at an interval of two weeks, are exactly identical, and correspond to the needs of the students of different countries, some of which are not able to come so early as others. Phonetics for beginners, book-lore for teachers—all help will be provided, and the fee for the course is but 100 pesetas. Particulars, we think, would be sent by the Sr. Secretario del Curso de vacaciones para extranjeros, Centro de Estudios Históricos, Almagro 26, Madrid.

UNITED STATES.

The recent meeting of the Department of Superintendence at Cleveland was the largest and, in many respects, the most important gathering of an educational kind that America has seen for years. The place of the teacher was the foremost subject of debate, and it was made clear that American teachers are to

receive in the future more recognition in school organization than they have received in the past. A committee of the National Council of Education reported on participation by teachers in the making of the curriculum. Again, a number of reports were rendered showing how teachers' councils have been organized and made use of in developing better school systems. During several of the discussions it was insisted that teachers must have this sort of recognition, as well as increased salaries, if they are to be retained in the profession. For ourselves, we do but record here the progress of American opinion. In the new Germany the tendency is to make the head master to his staff as the hand is to the brain; whilst in France the head masters of primary schools are out to defend themselves and have formed a Groupement national des directeurs et directrices d'écoles publiques. They are asking for a Statute to define and uphold their rights.

The Fourteenth Report of the Carnegie Foundation for the Advancement of Teaching shows that on June 30, 1919, the Trustees held securities having a face value of nearly 22,000,000 dollars. The list of benefited institutions was increased by the admission of Allegheny College and Vanderbilt University. The most valuable part of the Report (pages 99 ff.) relates to the training of teachers; another section, discussing pensions, condemns Mr. Fisher's non-contributory system and pronounces the estimate of its cost illusive.

CANADA.

The Province of Ontario will need this year two thousand teachers more than it trains. It is reported that there are good prospects of greatly increased salaries. The teachers are showing powers of combination; thus an Ontario Secondary Teachers' Federation has been organized, and the Federation of Women Teachers' Associations had last December seventy-six branches. The Saskatchewan Department of Education has issued 273 certificates to returned soldiers. The formation of character is being carefully studied in the Dominion. Every province of it is represented on the National Council for Character Education and Canadian Citizenship, which

(Continued on page 366.)

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met, for the first time, at Ottawa in February. The Council decided to make a survey of school textbooks in respect of their character-making qualities.

Proposals, wise or unwise, are afloat in England for the creation of several new universities. It has lately been pointed out that Canada, in proportion to its population, is better supplied with universities than the British Isles. They fall into three categories—provincial, of private foundation, and denominational. The provincial universities are supported by the Government, and include those of New Brunswick, Toronto, Saskatchewan, Alberta, and British Columbia. The universities of private foundation comprise Dalhousie, McGill, Queen's (formerly denominational and now State-aided), and Western, of London, Ontario. Of denominational universities may be named King's, Acadia, and St. Francis Xavier, in Nova Scotia; Sackville, in New Brunswick; Laval, Bishop's College, and Lennoxville, in Quebec; and McMaster and Ottawa, in Ontario. Unlike the American universities, the Canadian have retained the British system of honours. Many of them foster carefully the art and science of education, and the staff of the Faculty of Education, Toronto, edit a useful monthly journal, *The School*. A recent item of university news from Canada may interest some of our readers. Prof. J. A. Dale, M.A., who has held the Chair of Education in McGill University since 1908, has resigned to accept the position of Director of the Social Service Department of the University of Toronto. Prof. Dale was at the Borough Road Training College, and acted afterwards as a University Extension Lecturer in England.

NEW SOUTH WALES.

The old English colonies took the "grammar school" of the Renaissance, with Latin as the chief discipline, for the model of a secondary school. The Dominions now show a tendency to discard classics and to cultivate modern languages, especially French. New South Wales has its Modern Language Association, and this Association has founded a *Modern Language Review*, the first publication of its kind in Australia. The main scope of the journal will be modern language teaching, including the teaching of Eng-

lish; but at the same time a large part of the available space will be allotted to modern literature and philology. Criticisms, metrical and prose translations, and original compositions will all find a place in the pages of the *Review*. Foremost of tongues will come English and French. It is pleasant to find in Australia a recognition of English as a language to be studied and taught scientifically in the same way as other modern languages. But the Dominions and America can do more for English than to study and to teach it; they can contribute to its rich and continuous development. As for French, it must travel far; we would have the children of Samoa performing scenes from "Les Plaideurs," and Hereros attentive to recitations from "Horace."

SOUTH-WEST AFRICA.

According to the *Windhuker Allgemeine Zeitung*, the Government of the South African Union will take over from April 1, 1920, the formerly German schools of South-West Africa. German parents receive the right to have their children, in the four lower classes, taught in German. But there must be chosen as a second language either English or Dutch. The selected language becomes the medium of instruction in the fifth school-year, and German will be taught in the upper classes only as a special subject.

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To the Editors of The Journal of Education and School World.

SIRS,—If, as was stated by the writer of the article in THE JOURNAL OF EDUCATION AND SCHOOL WORLD for April, it is difficult to set and mark examination papers in English for pupils of sixteen, it is, in the present writer's opinion, far more difficult to do the same for the elementary-school child who wishes to gain admission to a secondary school.

The examiner knows that his task is a responsible one. He has to set such a paper as will sift out the best material, and for this purpose, as far as possible test the innate powers of the child, rather than the knowledge acquired by the accident of home surroundings or of teaching. For in these two particulars there is an enormously wide margin of variation among children attending elementary schools. The child who comes from a family living on the starvation line, who himself has to add to the family income by his exertions out of school hours—happily, narrow limits have lately been set to the extent of such exertions—may have genuine ability, but can hardly fail to be at a disadvantage compared with the child of the prosperous artisan, who has books and summer holidays at the sea to widen his experience, together with good food to make more certain the possibility of his profiting by such experience.

Then there is the question of teaching. Many of the teachers in elementary schools, for one reason or another, are not able to give their pupils very enlightened teaching in English. On the other hand, the young enthusiastic teacher, fresh from college, conversant with good literature and with good methods may, and often does, effect wonders in the general cultural attainments of the pupil. How is the examiner to set a paper which is not a test rather of the teacher than of the pupil? It is a fact that many of the teachers are so keenly interested in their pupils that they obviously "prepare" them to the extent of preventing independent thought. For example, one year a question on proverbial sayings appears—the child is asked to explain: "A stitch in time saves nine." Next year's pupils are drilled in this sort of question. But this time they are asked to explain, say, a simple metaphor, e.g.:

"Time, you old gipsy man,
Will you not stay,
Put up your caravan
Just for one day?"

The well (?) coached pupil racks his brains to give the passage a moral twist and produces something like this: "This means that if we waste our time we shall have no money, like the gipsies." Yet the child who writes this will probably be able to parse accurately and to write a neat hand. Suppose the examiner, in pity for this type of candidate—for it is not his fault that he has been taught to parse instead of to think—should put in a question on parsing. This question at once frightens the child whose more modern teacher does not believe in parsing for children of this age, and perhaps also discourages the teacher who holds that other things are more worth while than formal grammar. Certainly, that head mistress who conducts her own entrance examination and has the question papers collected after they have been worked, shows great wisdom.

Yet the opinions of the teachers about the paper are instructive too. Naturally the examiner strongly approves of the teacher who approves of the paper. Sometimes this *does* happen. What is the examiner to say to the teacher whose comment is: "That paper was far too easy, it was no test at all for my boys; I got the head master of the secondary school to set them another paper"? If the examiner stated the facts of the case he should have said: "That is curious, for no one at your centre managed to secure more than half marks." Perhaps he said this: or perhaps, more hypocritically, he murmured that some children were more advanced than others, and it was as well for the questions to be within reach of the average child. It is not for me to reveal what he said; some examiners are more diplomatic than others!

Nowhere is the discrepancy in home surroundings and the consequent opportunity or lack of opportunity more evident than in the composition. Some children asked to describe an adventure will write a wildly improbable and hopelessly vulgar story culled from the cinema; others will evolve a fairy story full of delicate thought and fancy. It is not for the examiner to condemn too sweepingly the bad taste of a child whose opportunities are limited; when he has reached the end of his secondary school

(Continued on page 370.)

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career he can be judged more severely. No; in this case the examiner can only judge, by what the child can make of the materials within his grasp, of his capability for seizing and absorbing other and better material.

This, then, is the examiner's task, to set questions which shall discover power rather than finish, good sense rather than good taste, promise rather than performance.—I am, Sirs, &c.,

EXAMINER FOR A COUNTY COUNCIL.

THE NEW SYLLABUS OF PHYSICAL TRAINING, 1919.

To the Editors of *The Journal of Education and School World*.

SIRS,—I have read with interest the letter on this subject by "A Teacher of the British System." He says that "the new syllabus is a confession of the failure of the Swedish System in elementary schools."

As a matter of fact the Swedish system has never been taught in English elementary schools. The existence of certain apparatus and of a clean, clear floor space are necessary for its employment. If your correspondent wishes to judge of its applicability to elementary schools, he should go to Sweden or Denmark, where he will find the necessary conditions obtain. He will have no doubt of the profit and enjoyment derived by the children.

If a journey of this length is impossible to him, he might do worse than visit an English secondary school, where he may find the system in use under a trained teacher, and be better able to judge of its efficacy. Our national economy in matters of education has never allowed the system to be tested in our elementary schools.—I am, yours truly,

Grammar School for Girls,
Maidstone Road, Rochester.
May 8, 1920.

M. A. BEARD,
Diploma, Royal Central
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"A SCHOOL LABORATORY LIBRARY."

To the Editors of *The Journal of Education and School World*.

SIRS,—I should be very grateful if any of your readers could suggest a list of volumes dealing, in a popular but accurate way, with subjects of a general scientific interest. A well selected little library of this nature would be a valuable stimulant to the interest of young students, but I find it difficult to get just what is wanted. A few biographies of famous men of science, ancient and modern, popular accounts of the application of science to industry and manufacture, science in war—explosives, "gas" and gas masks, &c.—and so on.

The idea, generally, is to combat the misapprehension so frequently met with among pupils, and even older people, that "science" is a study that has little application outside the laboratory, and concerns itself with the pursuit of elusive things like ions or calories, or virtual images for example, the chase ending inevitably in the horrible reality of a formula involving an attack on arithmetical examples *ad nauseam*.—I am, &c.,

SCIENCE MASTER.

THE LONDON UNIVERSITY SITE.—Mr. Fisher's announcement that the Government are prepared to present the Bloomsbury site, valued at £1,000,000, to the University of London has been received with mixed feelings. It will be recollected that before the war there was much discussion about where the University should be housed. All were agreed that the Imperial Institute would not serve as its permanent home; it had been built for other purposes, and had no large hall for degree-giving functions. Three proposals were brought forward—the Bloomsbury site to the north of the British Museum, the Foundling Hospital not far from it, and one next to the new County Hall on the Thames. The two Bloomsbury sites were not favoured by any of the constituent colleges except University. The former thought that University College, if it were so adjacent to the central offices of the University, would tend to obtain a predominant voice in its counsels. But, now that King's College is proposed to be moved to Bloomsbury, that objection would fall to the ground. Another drawback was the distance from Bloomsbury from the southern and south-western suburbs, from which many of the King's College students travel daily. It is true that Bloomsbury is served by the Central London, the Piccadilly, the Hampstead and the old Metropolitan railways, but the time to be taken to reach it from Ealing or Wimbledon is still considerable. That opens the whole question of centralization or decentralization, both of which have their advocates among those who are keen on education in London. The Government offer has been referred to a Committee of the Senate of the University, and its decision will be awaited with much interest.

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The Rt. Hon. H. A. L. FISHER, LL.D., President of the Board of Education, has expressed his high appreciation of this re-issue of the Victoria County History in the following letter to the Editor:—

Board of Education,
Whitehall, London, S.W.1.
8th April, 1920.

Dear Sir,

In reply to your letter of the 28th March, I am desired by the President of the Board of Education to say that he is much interested to hear that the proprietors of the Victoria County History are proposing to issue the History in parts, dealing with the natural, social, and economic history and topography of the various localities. Mr. Fisher has a high opinion of the value of the Victoria County Histories, and he will be very glad to accede to your request, so far as the Board of Education is concerned, that you should publish paragraphs 19 and 20 from the Board's 'Suggestions for the Teaching of History' in connexion with the new issue. It will be necessary for you to make formal application for permission to reprint these paragraphs to The Controller, H.M. Stationery Office, Princes Street, Westminster, S.W.1. Mr. Fisher is informing the Controller that the Board of Education have no objection to offer.

I enclose a copy of the 'Suggestions for the Teaching of History.'

I am,

Yours faithfully,

N. D. BOSWORTH SMITH,

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THE REQUIREMENTS OF MEDICAL INSPECTION IN SECONDARY SCHOOLS.

By ALFRED A. MUMFORD, M.D., Medical Officer, Manchester Grammar School.

THE issue by the Board of Education of Circular 1153, on the Medical Inspection and Treatment of Pupils in Secondary and Continuation Schools, very soon after the issue of a revised Syllabus of Physical Training, and at a time when interest in physical training in secondary public day schools is also engaging the attention of the department of the War Office which is concerned with the supervision of officers' training corps among public schools, shows how strongly attention is being directed to the improvement of physical health and capacity. The occasion seems appropriate to consider the conditions which at present exist for estimating national physique during school life, and to ask what conclusions have been or may be drawn from existing methods of medical inspection and supervision during school life, and to inquire what further steps are necessary if full value is to be obtained from medical inspection.

The system of medical inspection in public elementary schools at present in use was designed primarily to discover whether a child was fit to attend school, i.e. to undergo the training at ordinary public elementary schools demanded by the State, or whether such compulsory attendance, by reason of physical or mental defect, would be injurious to health or unlikely to result in benefit to the child. The discovery of any defect was a preliminary to sending the child to some special school or to securing some remedial treatment. The large mass of ill-health, defect, and deficiency that had been revealed by Royal Commissions, and in the Departmental inquiries, was exciting as much apprehension as the state of popular ignorance that preceded the public support of elementary education had done some two generations ago. Attempts were therefore made to include in the medical inspection some anthropometric information which would

ensure better diagnosis of the total result of existing social conditions. Apart from measurements of stature, having an anthropometric, not a diagnostic aim, the schedule of inspection was concerned with the detection and registration of gross defects of senses or of bodily organs.

It is unfortunate that we are still without any trustworthy information as to the total effect on national physique of cooping up the children of the nation in existing buildings during the most susceptible portion of their lives. Nor is anything known of the effect on the spread of whooping-cough, bronchitis, and mild tuberculosis, &c., of confining large numbers of children within doors. Yet all these have ultimate as well as immediate consequences. Rapidly progressive pulmonary phthisis during school age is known to be rare, but localizing of tubercle to the lungs becomes common during adolescence and early adult life. We ask in vain for the proof that the health of children has been so considered during school life that they may pass these storm periods in safety. The Registrar-General's reports of mortality contain little to support the roseate statements of many school medical officer's reports. Complaints of over-pressure in public elementary schools are now rarely, if ever, heard; compulsion to attend seems the prime hardship experienced; yet, though St. Vitus's Dance rarely receives much consideration among school officers' reports, it is of very common occurrence among patients attending children's hospitals and dispensaries.

The efforts of the Board of Education to improve public health have not been confined to the removal and subsequent treatment of children discovered to be unfit to attend ordinary schools. They have taken positive measures to improve national physique by the issue in 1905 of a syllabus of physical training, with a valuable, though imperfect, introductory chapter on certain physiological aspects of school life. This syllabus of training seems to have been largely inspired by the findings of the Interdepartmental Committee on Physical Deterioration. Unfortunately, though presumably the school medical officer possesses some power of criticism of physical training, and some oversight of playgrounds, no satisfactory attempts seem to have been made to correlate physical training with the medical inspection. In the brief and non-committal summary of results of the ten years' medical inspection—1908–1917—which is included in the report of the Chief Medical Officer of the Board for 1917, perhaps the most suggestive statement occurs in a foot-note, page 172, where regret is expressed that opportunities have not been found by local authorities for the furtherance of anthropometry (a matter which is taken up with so much enterprise and advantage by the central authority in America), and by the failure of local authorities to establish more satisfactory physical and mental standards for medical inspection. Whether this implies that the Board is waiting for inspiration from without, and will encourage criticism of its own standards, does not appear.

It is here that we see the weakness of the present system of medical inspection in schools, and the disadvantages that follow the lack of a research department at the Board which is able and willing to assist in the setting up of a system of clinical and physiological standards of bodily vigour and capacity. In the absence of such a research department, a system of medical inspection and supervision adapted to control the set of social conditions found prevalent in public elementary schools is applied without adequate inquiry to the quite different problems found in public secondary schools. But, whether established locally or centrally, there is great need for such a research department. Much of the material for forming appropriate standards of health already exists, partly in our own country and partly in America. The reports on physical training in Australia by Colonel Bjelke Petersen, published in 1914, provide a model of work according to standards of growth, which might well have been copied, or at least referred to, both by the War Office in the O.T.C. regulations and by the Board of Education in the recently issued "English Manual of Physical Training," though in the latter a beginning of such standardization has been begun in the special chapters relating to children under seven.

But to return to our inquiry as to the relation between national health and medical inspection in schools. We have seen that medical inspection in elementary schools is called upon to deal with an unsorted mass of the population compelled by law to attend school, and among whom disease, deformity, and defects are rife. Injurious effects of indoor life frequently occur. Cleanliness is variable, and infection—non-notifiable even more than notifiable—is common. Mild tubercular infection, though almost universal in towns, is rarely dealt with, and St. Vitus's Dance almost never. Medical inspection in secondary schools is called upon to deal with a selected mass of the population, inspired by higher purpose, where disease, defects, and deformities are of less frequent occurrence, and, when they do exist, have often already received spontaneous attention by parents, or in reply to information derived in the elementary schools previously attended. In secondary schools, where an ever-increasing effort is called for, and greater strain is imposed, a sorting out according to grit and ability takes place during the whole of adolescent life, by which each is, or should be, assisted to enter on that course of work which is most appropriate to him. Standards of efficiency, mental and physical, rather than marks of disease, now become needed, so that, while the fully equipped may be furthered, the defects that prevent attainment by the less well equipped may be recognized and dealt with while they are remediable. Medical supervision needs to be in close touch with the gymnasium, the playing fields, and the swimming bath, as well as with the class teaching. The medical inspector has much detail to learn from, and much to impart to, the physical instructors and the class teachers. Clinical medicine, public health, and teaching experience need to be co-ordinated.

It may be claimed that the records in height, weight, and chest girth, for which provision is made on the authorized schedule, though of limited value in estimating the vigour of the individual during early childhood, may serve as the basis for establishing standards of growth during adolescence. In the hands of specialists, groups of such figures may be made to yield useful information; even individual records may be of high value in the case of such detailed studies as those introduced into Haileybury by Mr. Cecil Hawkins; but, in the hands of the average and often overworked official, who cannot be a specialist, the making of them is merely a waste of time. Records of difference between inflated and deflated upper chests, as usually taken, seem at first to offer some help to estimate physique. They have long been used to serve as a basis for estimating physical vigour among adults seeking admission to the fighting forces, and for estimating vitality among candidates for life assurance. Among children, they are not of great value. An exaggerated range of upper costal movement often covers a failure to use the more fundamental diaphragmatic or lower costal breathing, a condition common among children suffering nasal obstruction. To get satisfactory knowledge of chest movements, a much more thorough examination is necessary.

It is, however, when we come to consider the third group of facts, entitled Disease and Defects, to be observed by the examining school doctor, that we realize how much the schedule, which was organized for detecting established disease among children in unsorted elementary schools, falls short of the need of medical inspection and supervision in secondary schools, if it is to do more than exclude the physically unfit from attendance at the school, assist the child with defective eyesight to get glasses, &c.; that is, if it is to help the teacher to estimate the capacity of the pupil to sustain the prolonged mental effort required in preparing and passing higher examinations, and to sustain without injury the prolongation of semi-sedentary school life through the period of adolescence.

The standards of the schedule in front of us are based on the detection of such disease or deformities of the chest and lungs, the heart and the blood, of the nervous system and spinal musculature, &c., as should exclude the child from attending school. By concentrating our attention on these defects, there is a great tendency to forget that their recognition is of value only in so far as they illustrate the existence of extreme conditions. They do not provide information of

minor conditions of imperfect functioning of organs needed when we specialize effort. They are, therefore, of little value in helping us to estimate the powers of functioning which are available for school work. Attention is directed, but without any guiding comment, to the detection of signs of overstrain: but the general causes of fatigue, such as distance of school journey, hours of sleep, arrangements for feeding, and many other points which were brought out by the Committee reporting on Industrial Fatigue, which are of very profound importance to the adolescent school boy or girl, are not mentioned. A Research Department at the Board of Education would have drawn attention to the use of the spirometer, the U-manometer fatigue test, and other functional tests already in general use and available for the scholars of fifteen and onwards. Their value as tests of endurance have been proved by the medical advisers attached to the Air Force, and they offer a basis for a much more satisfactory schedule of medical inspection for the higher secondary schools than we at present possess.

Perhaps the greatest disappointment that is felt by all interested in medical inspection among elementary school children is caused by the failure of existing methods to deal adequately with mild tuberculosis and with St. Vitus's Dance, diseases occasionally combined, more often at opposite ends of the pole, both involving present suffering and danger to future health; the one by early breakdown into pulmonary phthisis, under the stress of occupation; the other by ingravescent heart trouble and emotional waste or lack of will power. Either is easily detected by means of a searching and leisurely clinical examination in the consulting room, and both are probably more readily recognized by the highly instructed teacher in the classroom than by the hurried and overworked official, for it is only by failure of the pupil to exhibit vigour or to sustain effort during school hours, or in the playground and gymnasium, that these diseases declare themselves.

Among the children who attend public secondary schools, the detection of the cause of failure of the many to attain in the classroom, the playground, and the gymnasium is therefore of far greater importance than the measurement of height and weight and the detection of gross disease among the very few. Established disease and neglect of attention to defect of sense organs, so common in certain elementary schools in poor class districts, is only an occasional cause of failure to attain in secondary schools. They are far less liable to escape early detection by the parents than in elementary schools. Failure from physiological causes, on the other hand, is detectable only by physiological tests of endurance and of the onset of fatigue. It becomes far more common and evident in adolescence.

Consequently, the establishment of standards of attainment and performance, which will serve as a basis for medical inspection, constitute an urgent matter in secondary school life. For these standards we must look to university research or to a central research bureau to which the Board of Education should have access. Many English universities have special facilities in education, and "research" is the demand of the day. May we look to English universities or to the Board of Education, or shall we have to wait for enlightenment from America, or the universities of a rejuvenated and re-inspired Germany?

RE-EDUCATING WOMEN.—The re-education of women workers to fit them to take their part in a reconstructed world is proceeding apace. Not only are there now in active operation 179 training centres for women ex-war workers under the Ministry of Labour, but the whole organization of the Central Committee on Women's Training and Employment is being devoted to the training of women in the higher branches of work for which there is a demand. Many occupations are being starved for workers because the unemployed are persons without special skill. Such, for example, is the teaching profession, which could absorb thousands of women teachers. The resources of the Committee are wide, while the funds at its disposal amount to more than £500,000. Women desiring to obtain training and maintenance during the period of tuition should apply at once to their local Employment Exchange for the Committee's Application Form.

LETTER-WRITING.

By AMY CRUSE.

A FEW years ago it was held as a truism that letter-writing, except in the hands of a select few, was a lost art, and the rush of modern life made it seem improbable that the lost art would one day be recovered. Yet now there are signs that this may come to pass, and that the age which lies before us may see our children creating with joyful ease those masterpieces which our own generation was too busy or too lazy to achieve. Much of this new interest in letters and facility in letter-writing is due to the war, something also to the intense and almost universal desire for self-expression which is characteristic of the age. But there is no doubt that they exist, and it is for the teacher to see that they are made operative to their fullest extent in the schoolroom.

To this end, the first thing to be done is to transfer them, living and uninjured, to their new sphere of action. The war has to a large extent set the child free from the more or less well defined letter-writing convention in which he was brought up, but its ghost still haunts him when he sits down to write a letter in school, and makes him hesitate as to whether it is quite proper to put down in a school exercise the little homely details which, in a letter to a far-off father or brother, seemed natural and right. It is for the teacher to lay this meddlesome spook, and to convince the pupil that these small matters are the stuff of which true letters are made; and then—and this is the second great step—to show him how to use his material deftly and effectively, building up something which has shapeliness and beauty, as well as the mere utility of a news carrier.

The best way to do this is by means of examples, and here is the opportunity to lead the pupils into a most delightful by-path of English literature. There are so many charming letters available that the only difficulty lies in making a choice. Take, for example, the seventeenth century collection of love letters—so enthusiastically praised by Macaulay—written by Dorothy Osborne to Sir William Temple. They tell, for the most part, of the everyday life in a quiet country house. Mistress Osborne has her theory of letter-writing:

All letters methinks [she says] should be free and easy as one's discourse; not studied as an oration nor made up of hard words like a charm. 'Tis an admirable thing to see how some people will labour to find out terms that may obscure a plain sense. Like a gentleman I knew, who never said "the weather grew cold," but that "winter began to salute us." I have no patience for such coxcombs, and cannot blame an old uncle of mine that threw the standish at his man's head because he writ a letter for him where, instead of saying, as his master bid him, "that he would have writ himself, but that he had the gout in his hand," he said "that the gout in his hand would not permit him to put pen to paper."

And her practice is admirably in accordance with her theory. See in what simple words she can convey to a tired London lawyer the fragrance and peace of a country summer evening:

About six or seven o'clock I walk out into a common that lies hard by the house, where a great many young wenches keep sheep and cows, and sit in the shade singing of ballads. I go to them and compare their voices and beauties to some ancient shepherdesses that I have read of, and find a vast difference there; but, trust me, I think these are as innocent as those could be. I talk to them, and find they want nothing to make them the happiest people in the world but the knowledge that they are so. Most commonly, when we are in the midst of our discourse, one looks about her and spies her cows going into the corn, and then away they all run as if they had wings at their heels. I, that am not so nimble, stay behind, and when I see them driving home their cattle I think 'tis time for me to retire too.

Then there are Charlotte Brontë's letters, dealing often with even more homely details. This is how she writes from Brussels to her sister at home:

I should like uncommonly to be in the dining-room at home, or in the kitchen, or in the back kitchen. I should like even to be cutting up the hash, with the clerk and some register people at the other table, and you standing by, watching that I put enough flour,

not too much pepper, and, above all, that I save the best pieces of the leg of mutton for Tiger and Keeper, the first of which personages would be jumping about the dish and carving-knife, and the latter standing like a devouring flame on the kitchen floor. To complete the picture, Tabby blowing the fire in order to boil the potatoes into a sort of vegetable glue.

Some people can write interestingly on any subject—even, like Robert Louis Stevenson, on the weather:

Some very violent squalls came as we sat there [he says], and everyone rejoiced; it was impossible to help it: a soul of putty had to sing. All night it blew; the roof was continually sounding under missiles: in the morning the verandahs were half full of branches from the forest. There was a last very wild squall about six; the rain, like a thick white smoke, flying past the house in volleys, and as swift, it seemed, as rifle balls.

A few examples such as these ought to shake the pupil's faith in set phrases and polite circumlocutions. If he is so closely bound by shyness or by habit that he still fails to make his letters real, his emancipation may, perhaps, be helped by group work in letter-writing. The present writer once tried an experiment of this kind which proved immensely interesting, and gave excellent results. The class, a small one, was divided into two sections. Each section represented a family, the pupils themselves deciding particulars concerning numbers, dwelling, &c. First, Group No. 1 wrote a letter, as from one particular member of the family represented; this was answered the following week by a member of the family represented by Group No. 2; and so the game went on. The letters were the work of the entire group, who had two half-hours of school time allowed them each week for consultation, but who actually took a great deal more, the subject being discussed with great eagerness in every free moment. This was continued throughout one term; but long afterwards the play was kept up by the pupils. The characters grew up, married, and established themselves as heads of families before interest in them finally died out.

The drawback to such a plan is, of course, the danger that the work may fall into the hands of two or three eager children, and the diffident pupils do little or nothing; but if real interest can be aroused it is almost certain that each one will do at least enough to discover that letter-writing is more than a dull formality; and the slow minds will be stimulated by working with those to whom exercise is a joy.

To return to the examples. For the well-worn subject, "How I Spent my Holiday," there can scarcely be a better model than Charles Lamb's letter describing his visit to Coleridge at Keswick, and his delight at the first sight of the mountains lying around, "like great floundering bears and monsters, couchant and asleep." Or, in another vein, there is Charles Dickens's account of how he took four schoolboys for a picnic down the Thames, "accompanied by two immense hampers from Fortnum and Mason's"; how they "dined in a field," "had tea and rashers of bacon at a public-house, and came home the last five or six miles in a prodigious thunderstorm. This was the great success of the day, which they certainly enjoyed more than anything else." From these letters the pupil may learn something of the art of selection, for lack of which many exercises of this class become mere wearisome catalogues. It is sometimes a useful exercise for the pupils to make a list of the incidents which they think the writer has omitted in his account of a day's holiday, or for the teacher to give a list of possible points for a letter, and for the pupils to select which shall be dwelt upon, which merely mentioned, and which entirely passed over. They should also have practice in summarizing, giving in few words a complete and vivid picture, as Fitzgerald did when he wrote:

Here is a glorious sunshiny day. All the morning I read about Nero, in Tacitus, lying full length on a bench in the garden; a nightingale singing, and some red anemones eyeing the sun manfully not far off.

There is another class of letter which describes in fullest detail a single incident; as, for example, that of William Cowper describing the escape of his tame hare, Puss: "I hastened into the kitchen, where I saw the redoubtable

Thomas Freeman, who told me that, having seen her just after she had dropped into the street, he attempted to cover her with his hat, but she screamed out and leapt directly over his head"; and so on through all the exciting details of the chase and recapture. It is useful to read these letters in conjunction with those of the previous group, that the difference in treatment may be noted. The pupils may be asked to take a briefly described incident, as, for example, that given by Robert Louis Stevenson in a letter enumerating the trials connected with life in Samoa: "A little while ago it was the carpenter's horse that trod in a nest of fourteen eggs and made an omelette of our hopes"; and enlarge it into a detailed account.

Mr. E. V. Lucas calls his anthology of famous letters (from which some of the examples quoted have been taken) "The Gentlest Art," meaning, perhaps, that it is the art which requires for its successful practice those qualities of urbanity, friendliness, and sympathy, which can only exist in communities. From this point of view it is clear that the study of letters tends to the development of the civic virtues—which gives to it an added educational value.

UNIVERSITIES AND SCHOOLS.

WALES.

The half-yearly meeting of this Association was held at Aberystwyth

Welsh County
Schools
Association.

on Friday and Saturday, May 14 and 15. There was an excellent attendance of head masters and head mistresses of secondary schools, with Miss Vivian, of Newport School (the President) in the chair. Mr. W. Edwards, the Chief Inspector of the Central Welsh Board, was also present to discuss with the Heads the changes in schedules and regulations of the Senior and Higher Examinations, which it is necessary to introduce for the year 1920-21, in order that these tests may conform with the conditions laid down by the Examinations Council.

All through the discussion it was evident that a determined effort will be made by the schools to preserve as far as possible the elasticity and freedom of the present regulations, and that they were not prepared to sacrifice any principles as the price of recognition by the Examinations Council. The conditions governing secondary education in Wales are in many respects peculiar, owing to the claims of the native language, and, therefore, it is only right that such matters as grouping of subjects and so on should be considered very carefully. On one or two important points, the Association was strongly opposed to the recommendations of the Executive Committee of the Central Welsh Board, so that it will be interesting to know what views the half-yearly meeting of the Board itself at Barmouth will adopt on the questions.

Mr. H. Rees, Head Master of Ystalyfera School, initiated an important discussion on the relationship of the intermediate schools to the new types of schools which it is proposed to create in Glamorgan under the Education Act of 1918. This county has drawn up a scheme which involves the erection of thirty-three new secondary schools for pupils between the ages of twelve and sixteen, and it is therefore most important that their reaction on the existing schools should be carefully discussed from every point of view. So far as it is possible to judge from the meagre details now available, these schools will in the main be secondary schools of the usual type, preparing the pupils for matriculation and similar examinations, and therefore to this extent overlapping the intermediate schools, and, as they will be free, the possibility of danger to the latter type of school is obvious. The function of the intermediate schools, which are to continue to be administered under the existing schemes, is to educate pupils from twelve to eighteen mainly for universities and professions, and an effort will be made to establish an advanced course in each of them. In other words, they are to become "class" schools—a type for which there is but little demand in democratic Wales.

The Association thoroughly agreed that the problem in Glamorgan owing to the huge population is very complicated, and that a large number of new schools must of necessity be provided to meet the demands of the Act, but a strong body of opinion existed that the curricula of the two systems of schools should be carefully differentiated to prevent waste and inefficiency. On the other hand, it was pointed out that the working man is not prepared to acquiesce in what he might consider an inferior type of secondary education and that he will insist on a fairly complete curriculum for his child. The

cost of this scheme is estimated at about £5,500,000, so that the ratepayers will possibly pause before they adopt it in its entirety.

The ex-president, Mr. A. Lyon, of Hawarden School, delivered his postponed presidential address on Art and Music in the Intermediate Schools, in which he traced the history of music in such schools as Eton and Westminster from the fifteenth century onward, proving the prominent position it held in the curriculum of those days. He made a strong plea for a more real study of music in the modern secondary school, and at the same time outlined a plan by which it was possible to incorporate it in the time table without detriment to the usual subjects. In this connexion, it may be stated that a new hymn and tune book is in course of preparation, containing both English and Welsh hymns, and that the Council of Music are also about to issue a Welsh song book suitable for Welsh schools.

Miss Vivian (Newport), the President of the Association, and Mr. D. E. Williams (Gowerton) have been invited to act on the Committee of the four Associations dealing with salaries in secondary schools, and they have accepted the invitation.

A strange situation has arisen in connexion with these two schools.

Pengam Schools.

There has been a long-standing dispute between the counties of Monmouth and Glamorgan as to their maintenance, as they are situated on the border of the two counties. The schools are entirely controlled by Glamorgan, but about half the pupils come from Monmouthshire, and therefore it is claimed that the latter county should bear a proportion of the cost of the upkeep of the schools; but so far it has declined to do so, because it has felt aggrieved over the distribution of the Lewis charities by which these schools were formerly endowed. A crisis has at last been reached in the finances of the schools, as there is now an annual deficit of about £4,000, but Glamorgan does not feel justified in granting a subvention from the rates to meet it, as it would be largely used in educating Monmouthshire pupils. The school governors, who are responsible for the salaries of the staff, have therefore taken the bold step of terminating their engagements at the end of the present term, as they have no money to meet their liabilities. This resolution will probably have the effect of compelling the two counties to find a solution of the difficulty, as it is out of the question for schools of this standing and importance to be closed merely on a dispute arising out of allocation of funds. Such a step would be disastrous in its effect on education in the Rhymney Valley. At a public meeting held at the Lewis Schools it was agreed to send a deputation to each of the counties to explain the position.

Senior Certificate, Central Welsh Board.

This examination has now been recognized by the Board of Education as an approved First Examination. The fee of 7s. 6d. hitherto charged to the pupils will now be paid by the Board of Education, and, according to the arrangements suggested by the Board, this sum only will be paid direct to the Central Welsh Board, the remainder of the allotted fee (£1. 12s. 6d.) being paid direct to the governors of the school for each pupil entered for the examination. This plan has come as a complete surprise to the great majority of the members, and it is likely to be severely criticized. The fee (7s. 6d.) for the certificate is extremely low, and does not, under present conditions, represent the expense which the Board incur in connexion with the award of the certificate, and it therefore scarcely seems fair to pay back to the Central Welsh Board merely this small proportion of the total sum of £2 intended to meet examination charges. The Central Welsh Board, therefore, under the suggested distribution gain nothing, and, on the other hand, it is not at all clear why the school governors, who undertake no new responsibilities, should benefit to the extent proposed.

Salaries.

Both in Carnarvonshire and in the Rhondda satisfactory arrangements have been arrived at with regard to the teachers' salaries. In the former, the Burnham scale will be adopted as from January 1, 1920, with certain modifications. In the Rhondda, the Education Committee have agreed to receive a deputation of six from the teachers, and the notices terminating their engagements have now been withdrawn. The teachers demand the adoption of scales similar to those already in existence in Cardiff, Barry, and Swansea.

Swansea College.

The announcement that the King proposes to visit South Wales in July has given great satisfaction. It is expected that one of the functions which His Majesty will perform will be that of laying the foundation stone of the new University College at Swansea. The local education authority have given several acres in Singleton park for the use of the College, and it is expected that arrangements will be sufficiently advanced by July to enable the King to perform this ceremony during his visit. If this can be done, the College will receive an excellent start, and it is more than probable that an increasing number of the industrial magnates of the district will rally round it.

It is proposed to commence with the Science and Technological courses next October in the premises of the Technical College, but it is

not likely that the Arts side will be opened till 1921. The first meeting of the Court of Governors will be held on May 31, when the President and Vice-President, as well as sixteen members of the Council, will be elected. After this meeting has been held, substantial progress should be possible.

Mr. Morgan Watkin has been appointed Professor of French at the University College, Cardiff, in succession to Prof. Barbier, who is retiring after a long period of service. Mr. Watkin has had a distinguished as

well as a romantic career. He graduated with a brilliant first-class honours in French in the University of Wales and in the University of Zurich. He is an old pupil of Prof. Barbier.

SCOTLAND.

Announcement is made of a Sectional Congress of the Institute in Moray House, Edinburgh, on the first Friday and Saturday of June. On the Friday night a conference on the training of teachers is to be held, the basis of discussion being a series of proposals emanating from an Institute Committee which

has been in consultation with the teacher members of the Provincial Committees. On the Saturday morning there will be a common meeting to be addressed by Sir Donald Maclean and to have a lecture on "Music in the Schools" from Mr. Hugh S. Robertson, the well known conductor of the Glasgow Orpheus Choir. In the afternoon, fourteen sections concerned with the interests of the various groups of teachers will meet. In this Sectional Congress, the Secondary Education Congress which was so successful in the years just before the war, and did so much to foster the spirit of union among teachers, reappears in a larger and more comprehensive form. The subjects of the secondary school are all down on the syllabus, and, in addition to these, the primary subjects and special subjects of one kind or another. The idea behind the Congress is admirable. It is well that teachers should have an opportunity of meeting together as specialists under conditions which always keep to the fore the deeper unity of education.

The great increase in membership which has resulted from the unification of all sections of Scottish teachers in the Institute has brought some problems of administration in its train. With teachers more conscious

than ever before as to the possibilities of professional action, there has come a very considerable accession of matters with which the Institute must deal. The result is that the officials are over-taxed, and the Council, which was formerly able to do all its business at leisure, is now hard put to it to get through its work in any fashion. This last month for the second time this year the Council had to adjourn till a later day—a rather serious business for a body that draws its constituents from every part of Scotland. A special committee has been sitting on the question of procedure and has made various recommendations, but the difficulty goes deeper than procedure. It is possible that the Council may be compelled to cut down the number of its members drastically and adopt a constitution similar in this respect to that of the N.U.T. The number is to be reduced to sixty next year, but even sixty is too large a number if many of the sixty are disposed to talk.

The tests in arithmetic promised by the Education Research Committee of the Institute have now made their appearance. The idea is that these tests should

determine standards of attainment at the qualifying stage when pupils are ready to pass on to the higher grade and supplementary courses. It will perhaps come as a shock to some teachers to discover that four out of the six tests are concerned with the simple operations of addition, multiplication, subtraction, and division; but, in view of the general agreement that inaccuracy in these is very common among older pupils, this emphasis on the mechanical side of arithmetic should be quite salutary if it does not lead some teachers to revert to the old grind work that aimed at nothing more than the mechanical results. The other two papers on mental arithmetic and problems—the former requiring a simple working knowledge of money and the ordinary measures, the latter an interesting collection of sums out of the beaten path—are likely to correct any tendency in a wrong direction. The establishment of standard results in regard to accuracy and speed, such as are obviously contemplated, will be a great boon to teachers of arithmetic in the primary school.

The first meeting of the National Committee was held in Edinburgh at the end of April, and delegates were present from every education authority in Scotland. Mr. Munro, who presided, said that the main difference

between the new body and the provincial committees which preceded it lay in the fact that it had financial as well as administrative authority, and thus could act with a freedom from the restrictions which had inevitably hampered the provincial committees. He added that the view of the Education Department that it was not necessary to provide special representation for the Churches had been fully justified by the

constitution of the Committee. Of the 47 elected members, a majority were clergymen. As the new system could not come into operation till the provincial committees had met and elected chairmen, he thought that the transfer of powers from the existing committees could not be made till some time about the beginning of August. The Committee then proceeded to the election of a chairman. Prof. Darroch, Dr. John Smith, and Provost Keith were the candidates, and Prof. Darroch secured the final vote.

As the real business body for the government of the training colleges, the Central Executive Committee is of much greater consequence than the National Committee. It is fortunate that those elected are likely to give general satisfaction to all concerned. The eight

members elected by the National Committee are most of them progressive. Among them are Sir Richard Lodge of Edinburgh University and Miss Bannatyne of the Glasgow Authority. The two teacher members are Dr. C. S. MacPherson of Banff and Miss Skinner of Dundee; Glasgow and Edinburgh teachers, usually so conspicuous on all Committees, are this time not represented.

In view of the development of medical science and practice, the General Council of Glasgow University appointed a number of committees last year to consider the medical curriculum. These committees have now

reported, and their reports, if not very weighty, are at least interesting. The most important findings are in regard to the curriculum as a whole. The proposal to extend the period of medical training to six years is rejected; so also is the idea of extending the terms of the academic year. It is recommended that, in order to get an extra three months added to the course, and to allow physics and botany to be taken before chemistry and zoology, all students should begin their studies in the summer term. Further it is recommended—contrary to the judgment of the teacher members on the committee dealing with Preliminary Studies—that to allow this earlier start the Leaving Certificate Examinations should be held in the schools in December as well as at Easter. To simplify the examination system, the committee thinks that, subject to the approval of the external examiners in regard to standard, students getting 60 per cent. of the marks in class work should get dispensation from the professional examinations. Perhaps the most valuable suggestions in the reports concern post-graduate instruction of the teachers who have to do with the preliminary science training of the pupils in school and of medical graduates. It is strongly recommended that the University should take an active part in organizing post-graduation medical teaching, and that, in order to encourage graduates to prosecute their studies and give some status to the teaching, the University should institute a diploma or certificate in certain special subjects.

Following the course already taken by the other three Scottish universities, and by nearly all British universities,

Ph.D. and D.Phil. Aberdeen University has prepared an ordinance for a Ph.D. degree similar in general character to the Doctor's degree which formerly attracted so many candidates to the universities of Central Europe. A difficulty in the way of the new degree is the existence in the Scottish universities of a Doctorate in Philosophy (abbreviated to D.Phil.) on a higher standard than the proposed Doctorate. Glasgow and St. Andrews have taken the logical line of abolishing the D.Phil. and widening the D.Lit. to take in philosophy. Edinburgh has still the two degrees. In the new ordinance Aberdeen follows Edinburgh. The General Council have protested against this, however, and it is not improbable that heed will be given to the protest, and the obvious course of having but one Doctorate in Philosophy be followed.

IRELAND.

Secondary education in Ireland has reached an acute crisis. During the month that elapsed between Mr. Macpherson's resignation and Sir Hamar Greenwood's taking up of his position as Chief Secretary, events have moved with tragic rapidity, and the only thing which can save the situation is a bold and immediate declaration by the Government that they will come to the rescue, and recognize their duty towards education as a State duty in a manner commensurate with its importance and with its treatment in Great Britain. Mr. Macpherson took a genuine interest in the Education Bill, and teachers were relying on his promise to pass it. No doubt the opposition was formidable, but Mr. Macpherson's statements were made with a full knowledge of this fact. But Mr. Macpherson has gone, and teachers found themselves planted not on a firm rock, but on a moving bog, and their hopes have sunk accordingly. This month sees the close of the Irish school year, and the schools are naturally asking: What of next year? What will their position be after the summer? In answer to Sir E. Carson in the House of Commons, Mr. Bonar Law has replied that the Government intend to go on with the Bill, but cannot name a date for the second reading. But everyone knows that the Government have their hands very full with

legislation this year and that they are also anxious to avoid an autumn session. Even the most optimistic teachers may therefore feel anxious about a Bill which makes no progress and wonder what are the prospects of secondary education next term. On the other hand, they know that there is a dearth of teachers in England, and that the prospects there—apart from pensions, which at present are practically non-existent here—are vastly better than anything possible without the Bill in Ireland.

An exodus of teachers from Ireland to Great Britain is not only possible, but certain; the only question is as to its dimensions. It has already begun; even during the past year several important schools have found it difficult, and sometimes impossible, to fill vacancies. The movement could be checked by an early and clear statement by the Government that they will give to intermediate education, and to Irish education generally, the Treasury grants which are due and are definitely allocated to Ireland in the Bill. If the Government hesitate until the summer comes and the vacation has commenced, it will be too late. It will not be easy then to repair the damage. Many teachers will have gone by then, and some schools will be definitely closed. Teachers who cannot live on their salaries, and schools which are already deep in debt, cannot go on living on uncertainties when certainties are obtainable across the water. Perhaps Sir Hamar Greenwood will have faced the question and found a solution before these lines appear, but if not, the omens are inauspicious. In the first week of May, the Catholic lay teachers in Cork intermediate schools went on strike, and in the second week the Assistant Masters' Association (of Catholic lay teachers) ordered a strike of all its members all over the country. They had negotiated with the head masters of the Catholic schools, but, in the absence of increased grants from the Treasury, no satisfactory offer could be made. A settlement was, however, effected at the last minute with all the Catholic schools except those of the Christian Brothers, and from these the lay teachers have been withdrawn by the Association.

The question is naturally asked: Failing Government intervention, is there any remedy for the present crisis? There is no possible reform of education without an Act of Parliament. For example, so long as the present system of grants prevails, largely based upon the results of examinations, there can be no scale of salaries such as the Molony Committee recommended, nor any system of pensions. A general increase in the school fees is often suggested, and this would afford some relief in large schools. But the difference in small schools would not be great, and although, in the absence of a local rate for education, it is only fair that schools should rely on increased fees, it would be unsatisfactory that in Ireland, where extended education is more needed, it should be restricted by higher fees than in English and Scottish secondary schools which are aided by the Treasury. Then, again, in schools like those of the Christian Brothers, to charge more than a nominal fee would be contrary to their principles.

The Lord-Lieutenant has appointed the Protestant Archbishop of Dublin and Prof. Savory, of Queen's University Belfast, to be members of the Intermediate Education Board, in place of the late Dr. Mahaffy and Mr. Martin, of Belfast.

The Intermediate Board announce that they will hold summer courses in July. This is a new venture by the Intermediate Board, and is made possible by the conditions of the Duke Grant, which allow them to spend up to £2,000 on this object. The courses will be in English, mathematics, and French (including phonetics); and, as for the summer courses of the Department, teachers attending will be allowed £5. 5s. towards their expenses.

The Board have also issued their Rules and Programme for 1921. Had the Education Bill passed, there would have been a new scheme of education for next year, but, as it is, the Programme of Examinations is mainly, but not altogether, a repetition of that set for 1918. In the Rules the only important change we have noticed is in reference to the inspection grant on pupils between twelve and fourteen years of age. Up to now all attendances of such pupils counted, but now one hundred attendances are fixed as the standard on which a full grant will be paid, the same principle being adopted as for pupils above fourteen—a distinct improvement. In the case of pupils making between fifty and one hundred attendances between the ages of twelve and fourteen, half a grant will be paid.

University College, Dublin, announces that its summer courses, which have been interrupted during the period of the war, will be resumed this year. They will be given by professors and teachers of the college, from July 13 to July 30, in the following subjects:—Modern languages and phonetics, English, history, geography, classical archaeology, certain branches of mathematics, physics, education, and methods of teaching. Courses will be open to all teachers who apply for admission, without entrance fee.

Trinity College, Dublin, proposes to augment its teaching staff by

(Continued on page 380.)

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A meeting of Convocation of the National University held last month in University College, Dublin, passed a report from its committee that, having considered the relation of the primary and secondary teaching profession in Ireland to academical training and education, general and professional, it advises that full opportunities should be provided for both groups of teachers to obtain university degrees and professional qualifications in the National University of Ireland, and that this should be pressed as a matter of urgency on the attention of the Senate.

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Belfast.

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(Continued on page 384.)

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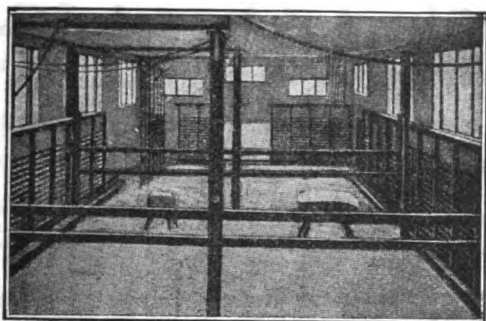
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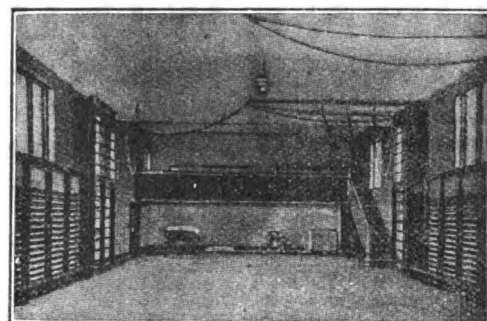
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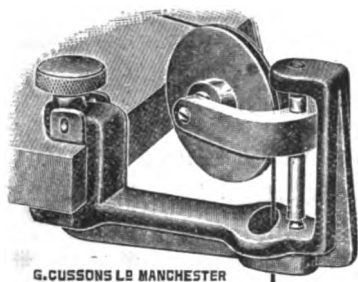
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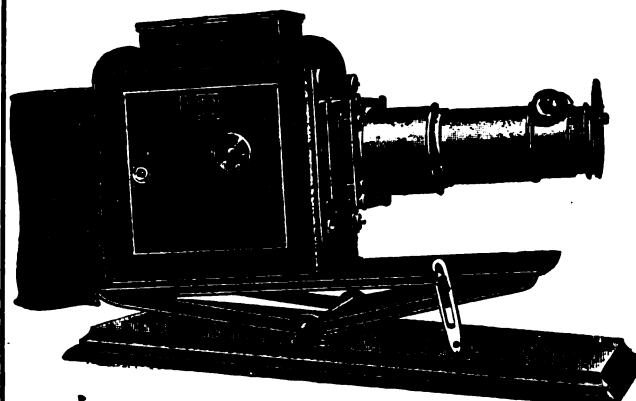
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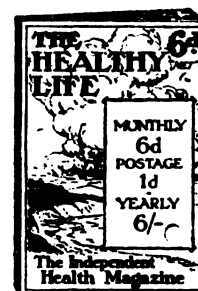
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Une maladie nouvelle s'est répandue en Europe; elle a saisi nos princes, et leur fait entretenir un nombre désordonné de troupes. Elle a ses redoublements, et elle devient nécessairement contagieuse: car, sitôt qu'un Etat augmente ce qu'il appelle ses troupes, les autres soudain augmentent les leurs, de façon qu'on ne gagne rien par là que la ruine commune. Chaque monarque tient sur pied toutes les armées qu'il pourrait avoir si ses peuples étaient en danger d'être exterminés; et on nomme paix cet état d'effort de tous contre tous. Aussi l'Europe est-elle si ruinée, que les particuliers qui seraient dans la situation où sont les trois puissances de cette partie du monde les plus opulentes, n'auraient pas de quoi vivre.

Chez les peuples chinois, on vit les gens de village observer entre eux des cérémonies comme les gens d'une condition relevée: moyen très-propre à inspirer la douceur, à maintenir parmi le peuple la paix et le bon ordre, et à ôter tous les vices qui viennent

d'un esprit dur. En effet, s'affranchir des règles de la civilité, n'est-ce pas chercher le moyen de mettre ses défauts plus à l'aise?

La civilité vaut mieux, à cet égard, que la politesse. La politesse flatte les vices des autres, et la civilité nous empêche de mettre les nôtres au jour: c'est une barrière que les hommes mettent entre eux pour s'empêcher de corrompre.

* * *

La vanité est un aussi bon ressort pour un gouvernement que l'orgueil en est un dangereux. Il n'y a pour cela qu'à se représenter, d'un côté, les biens sans nombre qui résultent de la vanité: de là le luxe, l'industrie, les arts, les modes, la politesse, le goût; et, d'un autre côté, les maux infinis qui naissent de l'orgueil de certaines nations: la paresse, la pauvreté, l'abandon de tout, la destruction des nations que le hasard a fait tomber entre leurs mains, et de la leur même. La paresse est l'effet de l'orgueil; le travail est une suite de la vanité: l'orgueil d'un Espagnol le portera à ne pas travailler; la vanité d'un Français le portera à savoir travailler mieux que les autres.

* * *

La société des femmes gâte les mœurs, et forme le goût: l'envie de plaire plus que les autres établit les parures; et l'envie de plaire plus que soi-même établit les modes. Les modes sont un objet important: à force de se rendre l'esprit frivole, on augmente sans cesse les branches de son commerce.

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Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 352.

BARNSTAPLE GRAMMAR SCHOOL.

Wanted, in September next, a SENIOR ENGLISH MISTRESS. Scale of salary for graduates, £180 to £300, according to experience. Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

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EALING.—Required, September, resident HOUSE MISTRESS, to supervise Juniors, especially Preparation and give Junior History, English, Scripture, Reading, Writing, to two forms. Churchwoman. Good disciplinarian. Apply—PRINCIPAL.

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WILTS.—Wanted, in September, MUSIC MISTRESS. Piano. Musical Appreciation, and, if possible, Class Singing. Initial salary £100 resident. Apply—HEAD MISTRESS.

Posts Vacant—continued.

GIRLS' GRAMMAR SCHOOL,

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GIRLS' GRAMMAR SCHOOL,

ILMINSTER.—Required, in September, Resident ASSISTANT MISTRESS for Form II. Drawing or Drill a recommendation. Salary £100 to £250, according to qualifications and service. Apply—HEAD MISTRESS.

CLITHEROE GRAMMAR

SCHOOL (GIRLS).—Wanted, for September: (1) HISTORY MISTRESS (Honours Graduate), (2) MISTRESS with special qualifications in Geography, (3) MISTRESS for Junior Mathematics, (4) JUNIOR FORM MISTRESS. Salary according to the new County Scale. Apply, stating subsidiary subjects offered, to the HEAD MISTRESS, Girls' Grammar School, Clitheroe.

PRATT MEMORIAL SCHOOL,

CALCUTTA.—Wanted, in the Autumn, an ENGLISH RESIDENT MISTRESS for Senior and Higher Local Cambridge Classes. For full particulars apply—Sister FRANCES ANNE, St. Stephen's House, Clewer.

LINCOLN GIRLS' HIGH

SCHOOL.—Wanted, for September: JUNIOR MUSIC MISTRESS, able to take some Class Singing and Class Work Music, as well as to teach Piano. Apply, with testimonials, to the HEAD MISTRESS.

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Posts Vacant—continued.

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FARINGDON COUNTY GIRLS' SCHOOL AND PUPIL-TEACHER CENTRE.

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Salary, on County Scale, may be had on application; form and particulars from W. C. F. ANDERSON, Secretary, Berks Education Committee, Shire Hall, Reading.

SUNDERLAND HIGH SCHOOL.

—Wanted, in September, ASSISTANT MISTRESS, to teach Geography. Oxford or Cambridge Diploma preferred. Subsidiary subject, Mathematics, if possible, though not essential. Salary according to qualifications and experience. Application to be made to the HEAD MISTRESS.

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SCHOOL FOR GIRLS.—Required, for September, two ASSISTANT MISTRESSES for Mathematics and Science. Good degrees essential. Salary scale £180—£10—£300 initial, according to experience. Apply—HEAD MISTRESS.

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London, S.W.—Girls' Boarding and Day School, with Preparatory for Boys and Kindergarten. Gross receipts past year £1,159. No. of Boarders 8, paying about £42 per annum, and 98 Day Pupils, paying about £10 per annum. Goodwill one term's fees. School and household furniture at valuation if desired.—No. 7,104.

Somerset.—High-class Boarding and Day School. Gross receipts past year £2,000. No. of Boarders

17, paying about 78 guineas, and 30 Day Pupils, paying up to 7 guineas a term. Price for Goodwill by arrangement.—No. 7,090.

Lancashire (Seaside).—High-class Boarding and Day School for Girls and Small Boys. Established over 30 years. Gross receipts past year £2,329. There are 17 Boarders and 43 Day Pupils, bringing in about £500 per term. Price for Goodwill about £1,000. School furniture £350. Household furniture at val.—No. 7,002.

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Sussex.—Transfer or Partnership. High-class Boarding and Day School for Girls with Kindergarten Department. Gross receipts £2,500. Net profits £725. No. of Boarders 9, paying 96 to 111 guineas per annum, and 21 Day Pupils paying 4 to 8 guineas per term, without extras. Goodwill £1,500. School furniture at valuation. Half Share about £750.—No. 7,082.

Kent.—Old-established Boarding and Day School for Girls. Gross receipts £1,000. No. of Boarders 15, paying from 12 to 18 guineas a term, 30 Day Pupils paying an average fee of 2 guineas a term. Goodwill £300, or possibly the vendor would accept a term's fee for every pupil transferred. School Furniture, including 4 Pianos, at valuation.—No. 7,110.

Lincoln.—Girls' Day School with Boys' Preparatory Department. Established 26 years. Gross receipts £431. No. of Pupils 64, paying from 3 to 6 guineas per term. Goodwill about £400, including School and Household Furniture.—No. 7,048.

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Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 401.

THE GIRLS' HIGH SCHOOL, BURTON-ON-TRENT.

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CLAPHAM HIGH SCHOOL—

Two MISTRESSES wanted, in September, for Classics, French, and German. Salary to Graduates from £170, according to qualifications and experience. Apply—HEAD MISTRESS, 63 South Side, Clapham Common, S.W.4.

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Posts Vacant—continued.

CHELTENHAM LADIES' COLLEGE.

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Posts Vacant—continued.

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HALF-TERM AND SEPTEMBER VACANCIES.**

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

GENERAL.**Assistant Mistress** to teach Senior English, Grammar, and Composition. Latin to Matriculation and some Mathematics. Salary £80 resident. (London.)—No. 915.**Head English Mistress.** Arithmetic to Senior Cambridge, History, Literature, and Geography. Salary £80 resident. (Sussex.)—No. 914.**Assistant Mistress** for Latin, with subsidiary French. Public High School. Non-resident. Salary according to scale. (Essex.)—No. 899.**Senior English Mistress.** English subjects to Junior or Higher Local standard. Salary £80 resident. (Sussex.)—No. 894.**Senior Assistant Mistress** to teach History and Literature to Matriculation standard. Some subsidiary subjects. Salary about £120 resident. (Wales.)—No. 890.**Two Assistant Mistresses** wanted for Dual Public School: (1) Ordinary Form Work in Lower Forms; (2) Assistant Mistress to teach French. Salary about £150 non-resident. (Yorks.)—No. 889.**Assistant Mistress** for good all-round subjects. Degree necessary, also good discipline and boarding-school experience. Salary £120 resident. (Kent.)—No. 887.**Mistress** wanted at half-term to take French, some Latin, English, History. Secondary School under Board of Education. Salary £130 resident. (Midlands.)—No. 886.**Assistant Mistress** for English and Mathematics. Salary £80 resident. (Somerset.)—No. 885.**Assistant Mistress** for Latin, French, English Composition, and Literature. Salary £100 resident. (Wales.)—No. 877.**Assistant Mistress** for English, Latin, and Mathematics. Salary £100 resident. (Sussex.)—No. 876.**Geography Specialist** wanted for Public School. Degree essential. Salary from £110 resident, rising to £250. (Wales.)—No. 875.**Modern Language Mistress**, to teach German principally, with French or Spanish as subsidiary. Salary according to scale, £180 by £10 to £200, then by £15 to £350. Public Secondary School. (Lancs.)—No. 873.**Second Mistress** to teach Geography (Political and Physical), English History, and some English. Salary up to £100 resident. (Yorks.)—No. 872.**French Mistress** wanted to teach French to Senior Cambridge Examination standard. Salary to Graduates £180, non-Graduates £150 to commence. (Worcestershire.)—No. 871.**Assistant Mistress** to teach French, Latin subsidiary. Graduate looked for. Minimum salary £180. (Pembrokeshire.)—No. 870.**Assistant Mistress** for History and English to Matriculation standard. Salary £120 resident. (Essex.)—No. 862.**A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses. 150 posts for Junior Mistresses asking salaries of from £30 to £50 resident.****50 STUDENT-GOVERNESSES** also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.**Particulars of Suitable Appointments** in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Mistresses, on application. Full details as to qualifications and copies of testimonials should be sent.**SCHOOLS TRANSFERRED AND VALUED.**

Please see page 402 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Westrand, London."

Telephone: Gerrard 7021.

Classical Mistress to teach Latin and possibly a little Greek. Salary from £110 resident, rising to £250. Public School. (Wales.)—No. 852.**Assistant Mistress**, with degree, for English, French, and Mathematics. Salary £100 resident. (Dorset.)—No. 844.**Senior Assistant Mistress** for English and Mathematics. Salary £100 resident. (North of England.)—No. 837.**MATHEMATICS AND SCIENCE.****Assistant Mistress**, chiefly for Mathematics; must be fully qualified. R.C. essential. Salary £100 resident. (Bucks.)—No. 909.**Assistant Mistress** for Mathematics to Senior Local, with Botany or Science. Commencing salary £180 non-resident. (Lancs.)—No. 901.**Science Mistress** to take Chemistry to Scholarship standard. Non-resident salary according to scale. Public High School. (Essex.)—No. 898.**Mathematical Mistress** to take Mathematics to Senior Oxford standard. Scripture. Salary £100 resident. (Wales.)—No. 881.**Assistant Mistress** for Mathematics; Latin subsidiary. Minimum salary £180. (Pembrokeshire.)—No. 869.**Two Assistant Mistresses** wanted. (a) Mathematics, (b) Chemistry. Initial salary £200 to £300. Public Secondary School. (Cumberland.)—No. 866.**Mathematical Mistress** wanted. Graduate or equivalent. Salary £150 resident. (Worcestershire.)—No. 780.**MUSIC.****Music Mistress.** Piano and Class Singing. L.R.A.M. Salary £80 resident. (Cheshire.)—No. 906.**Qualified Music Mistress.** L.R.A.M. or equivalent. Salary £100 resident. (Wales.)—No. 878.**Music Mistress.** L.R.A.M. or its equivalent. Salary £90 resident. (Essex.)—No. 861.**Music Mistress.** L.R.A.M. or equivalent. Salary according to qualifications. (Hants.)—No. 855.**Music Mistress**, with Diploma. Piano chief subject. Salary from £90 resident, rising to £230. Also Elocution Mistress, with Diploma. Salary from £90 resident. Large Public School. (Wales.)—No. 853.**Two Mistresses** wanted. (1) Excellent Violin, (2) very good Singing. Salary £100 resident. (Scotland.)—No. 833.**Music Mistress.** L.R.A.M. or equivalent. Piano chiefly. Salary £160 non-res. (Yorks.)—No. 758.**Music Mistress** for good Piano. Salary £90 to £100 resident. (Midlands.)—No. 743.**KINDERGARTEN.****Junior Form Mistress** with Froebel Certificate. Salary £90 resident. R.C. essential. (Bucks.)—No. 910.**Kindergarten Mistress** with Higher N.F.U. and some experience. Handwork, Nature, and Games. Salary £90 resident. (Cheshire.)—No. 907.**Kindergarten Mistress**, ordinary K.g. subjects, Needlework. Junior English. Salary according to qualifications. (Lancs.)—No. 905.**Kindergarten Mistress** for School near London. Salary according to qualifications. (Bucks.)—No. 903.**Experienced Kindergarten Mistress.** Salary £80 resident. (Sussex.)—No. 895.**Kindergarten Mistress** with Higher Froebel Certificate. Salary £80 resident. (Berks.)—No. 851.**Kindergarten Mistress** for School in Scotland. Salary £80 resident.—No. 832.**Non-resident Kindergarten Mistress** for School in West of England. Salary about £150.—No. 829.**ART.****Well-qualified Art Mistress.** Salary according to experience and qualifications. (Norfolk.)—No. 912.**Assistant Mistress**, for Art and Needlework. Salary about £80 resident. (Wilts.)—No. 907A.**Well-qualified Art Mistress**, and to help with General Form Work. Salary £75 resident. (Kent.)—No. 888.**Good Art Mistress**, with Elementary English. Salary according to qualifications. (Scotland.)—No. 834.**GYMNASTICS.****Gymnastics and Games Mistress.** Salary according to experience and qualifications. (Norfolk.)—No. 913.**Gymnastics and Games Mistress.** Dancing, Elementary English, or Music. Salary £110 resident. (Kent.)—No. 897.**Qualified Games Mistress.** Salary £100 resident. (Wales.)—No. 879.**Physical Training Organizer** wanted for Secondary School. Salary £250. (Cornwall.)—No. 865.

Several Matrons and Matron Housekeepers required for Girls' and Boys' Schools.

Posts Vacant—continued.**ISLE OF ELY EDUCATION COMMITTEE.****MARCH HIGH SCHOOL.**

Wanted, in September, a GYMNASICS MISTRESS to teach Games, Ball-room Dancing, and undertake some quite junior school work. Minimum initial salary £150, and £10 a year extra for every year of approved experience up to £240. Apply at once to the HEAD MISTRESS.

NORWICH EDUCATION COMMITTEE.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, an ASSISTANT SCIENCE MISTRESS, Graduate, for general elementary Science and Botany. Salary, min. £200, rising to a max. of £360 by annual increments of £15.

Initial salary according to qualifications and experience. Forms of application may be obtained from the undersigned. D. O. HOLME, Education Offices, Secretary for Education, Castle Chambers, Norwich.

PRESTON EDUCATION COMMITTEE.**THE PARK SCHOOL.**

Required for September:—A MISTRESS to teach French in Upper and Middle Forms.

Degree, training, or experience desirable. Salary (scale) according to qualifications and experience.

Forms of application can be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

BERKHAMSTED SCHOOL FOR GIRLS, HERTS.

Wanted, in September, SCIENCE MISTRESS. Subjects: Physics, Botany, and Mathematics. Initial salary according to qualifications and experience. Graduate scale, £150—£10—£300, or possibly £350. Apply—HEAD MISTRESS.

LIVERPOOL COLLEGE FOR GIRLS, GROVE STREET, LIVERPOOL.

Wanted, in September:—(1) A HISTORY MISTRESS, Honours degree essential; also (2) FRENCH MISTRESS. Salary according to qualifications and experience. Apply—HEAD MISTRESS.

EXPERIENCED MISTRESS for

Mathematics and Latin required in September. Some Geography on modern lines, or English, desirable.—PRINCIPAL, Winchester House School, St. Leonards-on-Sea.

REQUIRED, in September, Two

ASSISTANT MISTRESSES (resident), to take between them Geography, Botany, elementary Science, Mathematics, and Drill. Churchwomen. Apply—Miss WILLIAMS, Clergy Daughters' School, Casterton, Kirkby Lonsdale.

NOTTINGHAM HIGH SCHOOL FOR GIRLS (G.P.D.S.T.).

Required, in September, FORM MISTRESS for Lower Second work. Salary according to qualifications and experience. Good Needlework desirable. Apply—HEAD MISTRESS.

MARY DATCHER SCHOOL,

The Grove, Camberwell, S.E. 5.—Wanted, in September, a BOTANY SPECIALIST, to organize Botany throughout the School and in an Advanced Course. A good Honours degree and some experience of advanced work are essential. Initial salary £310. Apply, before June 10th, to the HEAD MISTRESS.

BARTRUM GABLES,

BROADSTAIRS (recognized by Board of Education).—Wanted, in September, for good Boarding School two MISTRESSES to teach between them Mathematics, Botany, and Chemistry (to London Matriculation standard), Geography, and some elementary Physics. Good laboratory. Initial salaries £90 to £110 per annum, according to qualifications and experience. Churchwomen preferred. Apply—The Misses CRITTALL, Bartrum Gables, Broadstairs.

PENDLETON HIGH SCHOOL,

MANCHESTER.—Wanted for September: (1) SENIOR MATHEMATICAL MISTRESS, (2) SENIOR FRENCH MISTRESS. Experience and degree essential. Initial salary £160, plus allowance for such qualifications as experience, training, and good honours degree. Apply—HEAD MISTRESS.

Posts Vacant—continued.**ILFORD.—COUNTY HIGH SCHOOL.**

Applications are invited for the following appointments:—(1) MASTER to teach Economics (Advanced Course) and English (Boys' School). Commencing salary £200 to £275 per annum, according to qualifications and experience. Increments and maximum according to County Council scale.

(2) MASTER to be responsible for Geographical work throughout the school. Graduate. Commencing salary £200 to £275, according to experience and qualifications. Increments and maximum according to County scale (Grade I).

Applications to be made on forms to be obtained by sending stamped addressed foolscap envelope to the CLERK TO THE GOVERNORS.

SUNDERLAND EDUCATION COMMITTEE.**BEDE COLLEGIATE GIRLS' SCHOOL.**

Head Mistress: Miss M. E. BOON, M.A.

Wanted, in September, a MODERN LANGUAGE MISTRESS (French). Good Secondary School experience and also residence abroad desirable. An Honours degree or its equivalent essential.

Salary according to Grade II scale, £170, rising by £10 increments to £300.

Not more than ten years' approved previous experience may be allowed for in initial salary. Suitable Grade II Mistresses may be promoted to Grade III, maximum £360.

Application forms obtainable on sending stamped addressed envelope to the undersigned, to whom they should be returned as quickly as possible.

HERBERT REED, Chief Education Officer, Education Offices, 15 John Street, Sunderland, 21st May, 1920.

EAST SUFFOLK COUNTY EDUCATION COMMITTEE.

The Committee invite applications for the undermentioned vacancies for the term commencing September 1920:—

STOWMARKET COUNTY SECONDARY SCHOOL.

ASSISTANT MASTER (Graduate), to take Chemistry throughout the school and to assist in the teaching of Arithmetic.

LEISTON COUNTY SECONDARY SCHOOL (NEAR ALDERBURGH SEASIDE RESORT).

ASSISTANT MASTER (Graduate), to teach Chemistry, Physics, and elementary Mathematics.

Scale salary applicable to above appointments, £190 to £350. Allowance made for previous experience up to ten years in fixing commencing salary.

SIR JOHN LEMAN SECONDARY SCHOOL, BECCLES.

SENIOR ASSISTANT MISTRESS of high academic qualifications, vigorous personality, and not less than six years' Secondary School experience.

Salary £260 to £360, according to scale. Allowance made for previous experience in fixing commencing salary.

Apply not later than 24th June, 1920, on Form 23, copy of which may be obtained from W. E. WATKINS, Secretary, County Hall, Ipswich.

WALLASEY HIGH SCHOOL,

WALLASEY, CHESHIRE.—Wanted, in September, two MISTRESSES to teach (1) Mathematics, (2) Gymnastics. Salary scale: Non-Graduates, £160—£10—£280; Graduates, £190—£12. 10s.—£360; credit being given for training and experience. Apply—HEAD MISTRESS.

MARKET DRAYTON COUNTY GRAMMAR SCHOOL FOR GIRLS.

Required, for September, a DRILL and GAMES MISTRESS, able to take a form and teach elementary Arithmetic. Dartford or Bedford training preferred. Minimum salary £180. Apply immediately to HEAD MISTRESS.

EDGEHILL GIRLS' COLLEGE,

BIDEFORD, N. DEVON.—Wanted, in September, (1) SCIENCE MISTRESS for Chemistry and Botany. Degree essential. (2) ART MISTRESS to take charge of subject throughout the School, with good subsidiary Needlework. Apply, with full particulars, to the HEAD MISTRESS.

STAFFORDSHIRE EDUCATION COMMITTEE.**BILSTON GIRLS' HIGH SCHOOL.**

Required in September:—

(1) GYMNASIUM MISTRESS, fully trained. (2) ASSISTANT MISTRESS, with good degree in Classics, willing to do part time secretarial work.

Initial salary £190, allowance for experience. Apply—HEAD MISTRESS.

Posts Vacant—continued.**PORTSMOUTH EDUCATION COMMITTEE (Higher Education).****BOYS' SECONDARY SCHOOL.**

Head Master: G. J. PARKS, D.Sc.

Applications are invited for the appointment of an ASSISTANT MASTER at the above-named School qualified in Physics. Preference will be given to a candidate holding a University degree. The appointed candidate will be required to take over the Laboratory and part of the teaching of Practical Physics.

Maximum salary, £345 per annum. The commencing salary will be fixed according to qualifications and experience.

Application forms and further particulars may be obtained from the undersigned, to whom applications should be returned as early as possible, accompanied by copies of not more than three recent testimonials.

H. E. CURTIS, Secretary, Offices for Higher Education, The Municipal College, Portsmouth. A.22.5.20.

PORTSMOUTH MUNICIPAL COLLEGE.**Principal:**

OLIVER FREEMAN, Wh.Sc., A.R.C.S., B.Sc.

The Education Committee invite applications for the position of HEAD OF THE COMMERCIAL DEPARTMENT.

Candidates should hold a degree of a British University, and business training and experience will be a recommendation.

To a candidate possessing the required qualifications and experience the salary will be £450 per annum.

Application forms and further particulars may be obtained from the SECRETARY, Offices for Higher Education, Municipal College, Portsmouth, to whom applications should be returned as early as possible, accompanied by copies of not more than three recent testimonials.

A.22.5.20. (Signed) H. E. CURTIS, Secretary.

QUEEN'S COLLEGE, LONDON.

Required, for September, the following ASSISTANT MISTRESSES in the College and School:—

(i) An ENGLISH MISTRESS, with experience in teaching Foreign students and a knowledge of Foreign languages.

(ii) A JUNIOR ENGLISH MISTRESS, with Drawing and possibly Needlework.

(iii) A SCIENCE MISTRESS, able to teach Chemistry, Physics, and Elementary Botany and Elementary Geography; the last two mainly in the School.

Two of the mistresses will be required to be resident, and to help with the Games. Candidates should state, in writing, their age, religious denomination, qualifications, experience, and salary required, resident or non-resident.

Apply—PRINCIPAL, Queen's College, 45 Harley Street, W.1.

BRADFORD EDUCATION COMMITTEE.

Wanted, in September, at CARLTON STREET SECONDARY SCHOOL FOR GIRLS, SCIENCE MISTRESS, qualified to take Chemistry in an advanced course. Salary according to scale. Forms of application may be obtained from the DIRECTOR OF EDUCATION, and should be returned to him as soon as possible.

Education Office, Town Hall, Bradford. 22nd May, 1920.

BILSTON EDUCATION COMMITTEE.**CENTRAL SCHOOL FOR BOYS.**

Applications are invited for the appointment of HEAD MASTER of the new Central School for Boys, to be opened in September next.

Candidates must be graduates of a British University, and should have had Secondary School teaching experience.

Commencing salary £450 per annum.

Form of application, which must be returned not later than 12th June, and further particulars, may be obtained from the undersigned.

F. O. BEECH, Secretary, Education Office, Town Hall, Bilston.

THE KING'S HIGH SCHOOL

FOR GIRLS, WARWICK.—Wanted, in September, a FIRST FORM MISTRESS, with Higher Froebel Diploma and two or three years' experience. Initial salary £160, with the addition of £10 for every year of service in a recognized school. Apply—HEAD MISTRESS.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for June, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

HISTORY SPECIALIST required, in September, in important Girls' School in the Home Counties. Graduate essential, with previous experience. Salary up to £300 non-res.—No. 16,629.

ASSISTANT MISTRESS, to teach History as chief subject, together with Modern Geography or Scripture. Candidates in applying should state other subsidiary subjects. Graduate essential, with previous experience, if possible. Candidate required in a first-class Girls' Boarding School in the South of England. Salary (initial) £80 to £90, together with board and res.—No. 16,533.

ENGLISH SPECIALIST, in important Girls' School, within easy reach of London. Graduate essential. Post could be held either as a res. or non-res. one; in either case, a good salary will be offered.—No. 16,599.

HISTORY SPECIALIST required in important Girls' Church of England School in the South of England. Graduate essential. Salary up to £130 res., or up to £180 non-res.—No. 16,551.

ASSISTANT MISTRESS, to teach good English and History throughout the School in important Girls' High School in the London District. Member of Church of England essential, also a Graduate, with previous experience. Initial salary £150 non-res.—No. 15,967.

ENGLISH SPECIALIST required, in important Girls' Boarding School on the South Coast. Graduate essential, with previous experience. Salary up to £150 res.—No. 16,344.

Classical Mistresses.

CLASSICAL MISTRESS required, in important Girls' High School in the Home Counties. Graduate with previous experience essential. Salary up to £300 non-res.—No. 16,628.

CLASSICAL MISTRESS, in important Girls' Boarding School on South Coast. Graduate with previous experience essential. Salary up to £200, together with board and res.—No. 16,459.

CLASSICAL MISTRESS, in large Girls' Boarding School in the North of Wales. Graduate with previous experience essential. Salary up to £250 res.—No. 16,515.

CLASSICAL MISTRESS, in important Girls' Boarding School in the South of England. Graduate with previous experience essential. Post res., and salary according to qualifications.—No. 16,184.

CLASSICAL MISTRESS, with Honours Degree. Candidates should state subsidiary subjects. In important Girls' School in the East of England. Salary up to £250 non-res.—No. 16,569.

CLASSICAL MISTRESS, in important Girls' Boarding School within easy reach of London. Salary about £170, with deduction for board and res. Pension scheme attached to the post.—No. 15,950.

Mathematics and Science Mistresses.

GEOGRAPHY SPECIALIST required, in important Girls' Church of England School, within easy reach of London. Graduate with previous experience essential. Salary offered up to £200 non-res.—No. 16,426.

MATHEMATICAL MISTRESS, in important Girls' Boarding School on South Coast. Botany as subsidiary subject would be welcomed. Salary to begin with £120, together with board and res.—No. 16,623.

TWO SCIENCE MISTRESSES, in September, in important Girls' College in London District, to teach between them Science, Mathematics, and Geography. Graduates essential. Salary up to £300 non-res.—No. 16,622.

SCIENCE MISTRESS, in September, at an important Girls' High School in the Home Counties, to offer Botany as chief subject, together with general elementary Science. Salary up to £300 non-res.—No. 16,630.

TWO MISTRESSES, in important Girls' High School within easy reach of London, to teach Modern Geography, Chemistry, Physics, and elementary Mathematics. Initial salary £180 non-res.—No. 16,608.

GEOGRAPHY SPECIALIST, in important Girls' High School in the North of England. Candidates should state subsidiary subjects. Initial salary up to £170 to £200 non-res.—No. 16,596.

SCIENCE MISTRESS, in important Girls' Church of England School on the South Coast, to teach Chemistry, Physics, and Junior Mathematics. Graduate essential. Salary up to £140 res.—No. 16,229.

Modern Languages Mistresses.

SENIOR FRENCH MISTRESS required, in important Girls' High School in the Home Counties. Graduate with previous experience essential. Salary up to £300 non-res.—No. 16,626.

SENIOR FRENCH MISTRESS, in important Dual School in the North of England. Graduate with previous experience. Initial salary £280 non-res.—No. 16,108.

SENIOR FRENCH MISTRESS, in important Girls' School in the North of England. Graduate with previous experience essential. Salary up to £300 non-res.—No. 16,014.

ASSISTANT MISTRESS, to teach French throughout the School, together with some English, in important Girls' School within easy reach of London. Graduate with previous experience essential. Salary up to £150, together with board and res.—No. 16,266.

ASSISTANT MISTRESS, to teach French throughout the School (Phonetic system). Graduate with previous experience. Required in important Girls' School in Home Counties. Salary up to £300 non-res.—No. 16,580.

Gymnastics and Games Mistresses.

PHYSICAL CULTURE MISTRESS required, in important Girls' High School in Home Counties, to teach Swedish Gymnastics, Dancing, Games, Swimming, and Remedial Work. Post res., and good salary for fully qualified candidate.—No. 16,631.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School in South of England. Candidate must be trained either at Dartford, Bedford, or Chelsea Physical Training Colleges. Member of Church of England essential. Salary up to £130, together with board and res.—No. 15,657.

PHYSICAL CULTURE MISTRESS, in important Girls' Recognized School in the London District, to teach Games, Gymnastics, and Remedial Work. Candidate must be trained either at Bedford, Chelsea, or Dartford. Salary £100, together with board and res.—No. 15,935.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School on South Coast. Candidate must be fully trained. Salary about £100, together with board and res.—No. 16,538.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School on the South Coast, to teach Drill, Games, Remedial Work, and Dancing. Candidate must be fully trained. Salary up to £120, together with board and res.—No. 15,650.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School in the South of England. Candidate must be trained either at Bedford, Chelsea, or Dartford. Post res., and good salary, according to qualifications.—No. 16,469.

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS required in Grammar School in the Home Counties, to teach Cookery and Needlework, together with Lower Form Work. Salary up to £220 non-res.—No. 16,592.

DOMESTIC SCIENCE MISTRESS, in September, in important Girls' Public Secondary School in the South of England. Initial salary £150 non-res., with annual increments of £10.—No. 16,574.

DOMESTIC SCIENCE MISTRESS, in important Girls' Boarding School in the South-west of England. Post could be held either as a res. or non-res. one, and in either case a good salary will be offered.—No. 16,256.

MESSRS. GABBITAS, THRING & CO. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.**DERBY MUNICIPAL SECOND-ARY SCHOOL FOR BOYS.**

The following ASSISTANT MASTERS and MISTRESSES (Graduates) are required:—
CHEMISTRY MASTER;
PHYSICS MASTER;
HISTORY MASTER or MISTRESS;
JUNIOR FORM MASTER or MISTRESS.

Salary scale—Men, £240 to £450; Women, £210 to £380.
Experience and qualifications taken into consideration in fixing commencing salary.

Applications, together with copies of three recent testimonials, to be sent to the undersigned by 6th June, 1920.

Education Office, Derby.
Becket Street, Derby.
22nd May, 1920.

F. C. SMITHARD, Secretary.

Derby Education Committee.

COUNTY SCHOOL, PWLLHELI, N. WALES.—Wanted, for September, TWO ASSISTANT MASTERS, to take between them Chemistry, Physics, and Mathematics. Temporary scale, £180 to £450, according to years of experience. Apply immediately to the HEAD MASTER.

VICE-PRINCIPAL or HOUSE-MISTRESS required in September, with degree or equivalent. Previous residential experience and organizing ability desired. Part-time teaching, Mathematics, or Science preferred. Northern school; fifty boarders. Address—No. 11,020.*

WANTED, for September, in large Boarding and Day School for Girls, SENIOR MISTRESS for English and Mathematics. Resident. Degree or equivalent. Address—No. 11,021.*

WANTED, by Publisher, gentleman for post of ASSISTANT TECHNICAL EDITOR. Sound mathematical training, with experience in Engineering or Industries, desirable. State salary required and age. Address—No. 11,022.*

WANTED (resident), for Private High School in West of England, a thoroughly all-round ENGLISH MISTRESS. Mathematics to Senior Oxford standard. No Games; very little supervision. Address—No. 11,024.*

ENGLISH MISTRESS for September: small finishing school, country, near London. Mathematics or English; organizing. Salary £180 resident. Address—No. 11,028.*

HOUSEKEEPER - MATRON.—Lady wanted for Girls' School, Brighton, September. State, age, experience, qualifications, salary, to Address—No. 11,030.*

GOOD BOARDING SCHOOL IN COUNTRY NEAR LONDON.—MISTRESSES (resident) Required in September:—(1) GAMES MISTRESS, (2) ENGLISH MISTRESS (good Geography a recommendation), (3) FRENCH MISTRESS. Very good salaries given in each case. Apply, giving full particulars as to age, qualifications, and references to—Address No. 11,031.*

CARLISLE AND COUNTY HIGH SCHOOL.—ASSISTANT ART MISTRESS required in September, able to teach Handwork and some Form subjects. Salary £150 to £200, rising to £230. Apply to the HEAD MISTRESS.

WANTED, in September, a MASTER to teach English and French in the Upper Forms. Salary Shropshire scale. Apply—HEAD MASTER, Friends' School, Great Ayton, Yorkshire.

WARE GRAMMAR SCHOOL FOR GIRLS, HERTS.—Wanted, in September, SECOND MISTRESS, with History Honours. Advanced Course. Apply, stating age, salary, experience, to HEAD MISTRESS.

LIVERPOOL COLLEGE, HUYTON, near Liverpool.—Wanted, in September, Three resident MISTRESSES for Mathematics, French, and English, Domestic Science. One wanted as Head of a House.

Posts Vacant—continued.**UNIVERSITY OF LONDON.**

Two SECRETARYSHIPS in the Central Offices of the University of London. Open to men and women, preferably graduates of a British University. Salary £253 per annum, rising to £368, with a war bonus for 1919-20. Particulars will be forwarded on receipt of a stamped and addressed foolscap envelope.

University of London, South Kensington, S.W.7.
E. C. PERRY, Principal Officer.

UNIVERSITY COLLEGE, NOTTINGHAM.**DEPARTMENT OF EXTRA-MURAL ADULT EDUCATION.**

The Council invite applications for the position of DIRECTOR of the Department of Extra-Mural Adult Education.

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No. 611.

JUNE 1, 1920.

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Report of the Eighth Annual Conference of Educational Associations. (4s. post free. Conference Committee, 9 Brunswick Square, W.C.1.)

On pages 347-9 of this report we find the names of forty-three associations affiliated to the Conference. We still miss the names of some of the most important associations of teachers, but this is perhaps only to be expected. After all, it is the smaller associations that stand most in need of the help that comes from co-operation. On the other hand, there is a certain saving of time and energy in having meetings held at one centre, and some of the greater gods among the associations might benefit by countenancing the Conference, even if they hold their own ordinary meetings at separate times and places. Like a sheep's head, this report contains a great deal of mixed feeding, and there are few who will not find within its paper covers something to their advantage. It is most convenient to have within one volume so many contributions that we would otherwise have to search for in the back numbers of periodicals. The editors have done well to give lists of the subjects discussed and of the names of openers of discussions. The value of the volume would be greatly enhanced if they could stand the expense of providing a detailed index.

"The Modern Educator's Library."—*The Teaching of Modern Foreign Languages in School and University.* By Prof. H. G. ATKINS and H. L. HUTTON. (6s. net. Edward Arnold.)

Two eminent teachers—one long associated with the University of London, the other with Merchant Taylors School—have collaborated in this useful book. It is useful because it crystallizes the best opinions on many problems connected with modern language teaching. At a time when there is in some quarters a tendency to lay excessive—almost exclusive—stress on colloquial fluency, it is refreshing to find the national aspects and humanistic ideals stated with conviction and force. There is a judicious discussion of the question what place teachers of foreign nationality should occupy on school and university staffs; the problem of encouragement by scholarships is well stated; and there are very wise words about the London Intermediate Arts Examination: the Honours Course at the University should not be impeded by what is really school work taking up most of its first year. The new scheme for Civil Service Clerkships (Class I) receives the warm commendation it deserves. The chapter on the organization of work in secondary schools contains much sound matter, and many valuable hints are given on method, especially as regards the teaching of grammar. Due stress is laid on the acquisition of the vocabulary. The importance attached to history is a feature of the book, and in this the authors are in agreement with the Report of the Government Committee on Modern Languages. It is natural that French should be the language chiefly treated, but a chapter is devoted to the second foreign language, and here we find an admirable discussion of the claims of Latin, which will give our classical friends a good deal to think about. The points in this book which seem to us open to criticism are too trifling to deserve mention in this brief notice; its merits are such that it should be added at once to every teacher's library.

Education in England in the Middle Ages. By Dr. A. W. PARRY. (7s. 6d. University Tutorial Press.)

These 244 closely printed pages represent a thesis approved for the degree of Doctor of Science in the University of London. One wonders what connexion this subject has with science, but accepts with satisfaction the strictly scientific spirit in which the text is written. Dr. Parry has given us a bit of genuine research, sound in all essentials, and thoroughly well documented. But, while technical enough to satisfy university examiners, and full enough of foot-notes to disarm the most pedantic, the book is readable and full of human interest. It deals with matters that have a bearing on current problems, and Dr. Parry is not afraid to question the conclusions of even the most august of his predecessors, as witness his defence of the literal meaning of "pauperes et indigentes." His chapter on "Some Terms in Dispute" is particularly valuable, as throwing much needed light on certain dark places. Dr. Parry follows Prof. Adamson's commendable plan of trying to get at what actually took place in the inside of those old-time schools, and one closes the book with an increased knowledge of old-time conditions. University teachers of education will cordially welcome this addition to the literature of their subject.

FRENCH.

The French Quarterly. (3s. net. Longmans.)

To the many Englishmen in whom the War has roused or strengthened an interest in France and the French we recommend *The French Quarterly*, edited from Manchester by Profs. Rudler and

Terracher. It will keep them *au courant* with contemporary literature, with historical research, and with the most recent suggestions in philology. The number for March is the first of a new volume. It opens with an article by M. A. Meillet, Professeur au Collège de France, on "La civilisation égéenne et le vocabulaire méditerranéen," in which it is conjectured that such words as *vin*, *huile*, and *rose* are survivals from the period of Aegean civilization anterior to the arrival of Indo-European tribes in the Aegean basin. In another article M. Gustave Lanson argues forcibly for the attribution to Pascal of the "Discours sur les passions de l'amour," and describes it as the only document throwing a light on the inner Pascal during the most obscure part of his life. We observe that M. Lanson writes of *cette rédaction timide et camouflée*. Has the French Academy given its sanction to the verb *camoufler*?

GEOGRAPHY.

The Geography of Plants. By Dr. M. E. HARDY. (7s. 6d. net. Clarendon Press.)

This attractive volume will be a welcome addition to the geography textbooks used by the upper forms in secondary schools. The scope of the work is much more comprehensive than the title would seem to suggest. The relief, soil, and climatic conditions of the various natural regions are first carefully described, and then the resulting vegetation is explained. This method of treatment enables the reader to visualize the landscape, and to compare different types of scenery. Herein lies the great value of the book to teachers of geography. In the text the author gives, as a rule, the common names to plants and trees, reserving the Latin names for a plant index at the end of the book. The chapters are illustrated with beautiful pictures and well drawn maps.

A New Geography of Scotland for Secondary and Higher Grade Schools. By Dr. M. I. NEWBIGIN. (3s. 6d. net. Russell.)

Written by a well known authority on the subject, this geography can be thoroughly recommended to teachers who are giving a special course of lessons on Scotland. The work is evidently the result of much careful thought, and it contains many original ideas. After giving a good account of the physical geography of the country, the author devotes the second half of the book to human geography, and in this section the chapters on the peoples of Scotland, place names, industry, and trade are particularly interesting.

"Macmillan's Graphic Geographies."—*The British Empire.*

By B. C. WALLIS. (1s. 6d.)

This book contains a fairly detailed account of the larger parts of the British Empire, followed by some useful chapters on Imperial Trade and the Growth of the Empire. Five coloured contour maps, together with many black-and-white maps, make an atlas almost unnecessary. Some of the questions asked refer to matters not dealt with in the text. Without some help, how can a boy be expected to indicate on a map the route (with stopping places) followed by the first aeroplane that went from England to Australia (page 24)?

"The Atlas Geographies."—*Introduction to Commercial Geography.* By T. FRANKLIN and E. R. SHEARMER. (2s. 8d. net. Edinburgh: Johnston. Macmillan.)

The great merit of this book is the clearness with which all the lessons are arranged; the lessons are also divided into paragraphs, with a suitable heading for each. In the first part of the work there are good descriptions of the natural conditions affecting commerce, transport by land and water, industries, and other subjects. In the second part the more important products of the world are classified and short notes written about each. Useful statistics are added to some of the paragraphs, and good maps and diagrams illustrate the various lessons.

"The New Teaching Series."—*The Geography of Commerce and Industry.* By R. S. BRIDGE. (4s. 6d. net. Hodder & Stoughton.)

This book is planned for a three years' course, and is, therefore, divided into sections dealing with general principles, the British Isles, and the countries of the world respectively. In the early chapters of the book there are some satisfactory explanations and useful suggestions. Mention may be made of the lessons on (a) the development of trade routes, (b) capital, labour, and commerce. Later, however, the pages are filled with place names, and the descriptions are lacking in detail; e.g., Chapters xxii and xxiii read too much like a railway guidebook to be at all interesting to boys. Lists of steamship companies (pages 103-104) should be printed at the end of the book for reference, instead of appearing in the text. In the section on the British Isles, the writer discusses the relative importance of various seaports, seven pages being devoted to a comparison between Bristol and Hull; but, with regard to the growth of London as a seaport, he leaves the student

(Continued on page 414)

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In making his selection the editor has practically confined himself to the first two-thirds of the *Mémoires*, that is to say, to the reign of Louis XIV, and he has chosen the passages with a view to illustrating that reign during the period of its declining splendour. The notes are confined to illustrating Saint-Simon from himself, and to supplying such other biographical details as seemed necessary.

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This book is intended to provide suitable readings for pupils who have been learning French for two or three years. The passages, which it contains, are selected from standard authors; they illustrate widely different types of French prose and verse, and they are comparatively easy.

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to solve the problem for himself, suggesting only that the answer lies in the position of London as a distributing centre. It is extremely doubtful whether the average schoolboy possesses sufficient historical knowledge to solve such a difficult problem without more help. A few rough diagrams are inserted in the text, but, as a rule, they are of little value. The one on page 218 is incorrect and misleading; Washington, Buffalo, Duluth, and Chicago are not Atlantic ports, and, without a coast line drawn, it is useless to show the relative position of seaports.

"Philips' Model Geography."—Asia. Fourth Edition, revised. (9d.)

In preparing a fourth edition of this book, it is a pity that the reviser did not bring it into line with the better type of book now more generally used in schools by striking out the lists of names which can be read more advantageously from an atlas. Too much information is crowded into the small space of ninety-five pages. Fairly good descriptions are given of the north-west frontier of India, irrigation in India, the natural regions of Siberia, and some other features of Asia.

HISTORY.

A Short English Constitutional History for Law Students. By E. HAMMOND. (7s. 6d. net. Sweet & Maxwell.)

This is a law-tutor's summary of English Constitutional History, intended as a guide to his pupil's reading. It is very brief. Of the 164 pages, one-half are left blank for supplementary notes. Within its compass it provides compact information concerning (1) the characteristics of the English Constitution, (2) the Crown, (3) Parliament, (4) the Courts, (5) the Privy Council and the Cabinet, and (6) Miscellaneous Matters. It is a useful compendium for the examinee.

A Short History of Wales. Fourth Edition. By O. EDWARDS. (3s. 6d. net. Fisher Unwin.)

This is a mere reprint, without any alterations or additions, of a book first issued in 1906. It was and is, however, a very good book by a front-rank authority, and, as it was out of print, it was well worthy of republication. No one could desire a better introduction to a fascinating study.

Diplomacy and the Study of International Relations.

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A History of Great Britain. By JAMES MUNRO. Part II: 1603-1919. (6s. net. Oliver & Boyd.)

This volume is a sequel to Mr. Munro's "History of Great Britain" to the date of the union of the two crowns of England and Scotland. It was, its author tells us, all but ready for publication in 1914 at the outbreak of the war. That event held it up. The delay, however, has resulted in the addition of four new chapters to the original thirty-three, in which the causes, course, and consequences of the war are briefly but judiciously reviewed. Mr. Munro writes from full knowledge and with an admirable balance of judgment. As becomes a former lecturer in Edinburgh University, writing for a Scottish publisher, he gives a useful and interesting prominence to the affairs of the northern kingdom. As becomes the Beit Lecturer in Colonial History in the University of Oxford, he treats the growth of Greater Britain with expert insight and with authoritative accuracy of detail. Many attractive illustrations adorn the pages of the book, and all the maps and plans are given which are required to make the narrative clear. A valuable time-chart concludes the volume, excellently summarizing its main points. One serious defect alone is evident: there is no index. It is imperative that one should be supplied in all future editions.

A Short History of the Great War. By A. F. POLLARD. (10s. 6d. net. Methuen.)

Prof. Pollard did good service to the country during the course of the war by his popular lectures at University College, London, on the problems at issue, and by his numerous articles on the historical antecedents of the states engaged in the conflict. The present volume summarizes his studies, and supplies, in a concentrated and convenient form, a review of the whole of the vast struggle, from the murder of the Archduke Francis Ferdinand in June, 1914, to the making of the Peace of Versailles in June, 1919—five years to a day from the perpetration of that tragic crime which precipitated the war. Prof. Pollard is a master of the art of popularization. He surveys the whole scene with a comprehending eye. He discerns its salient features. He plans it for descriptive purposes into convenient and well co-ordinated sections. He writes with terse and epigrammatic vigour, with perfect clarity, with easy grace. The book is one which holds the attention of the reader from beginning to end. Even those who have followed the war closely will find new lights from this penetrating record. Prof. Pollard's opinions may not always command assent, but none is eccentric or the product of prejudice.

The New Germany. By GEORGE YOUNG. (8s. net. Constable.)

Mr. Young went out to Germany in January, 1919, first as a correspondent of the *Daily News*, to describe the revolution then in process, and, secondly, as a member of the Independent Labour Party, "to take any opportunity that might offer of furthering that revolution." He saw what he went to see, and he heard what he wanted to hear. Many opportunities occurred for furthering the revolution, and he evidently used them to the full. This narrative of his activities during the six months February to August, 1919, is undeniably interesting, for it tells in an attractive style a tale of many exciting adventures and narrow escapes. But the whole story is vitiated as a serious study by the writer's prejudices and passions. His sympathies are with the Spartacists and other irreconcilable and visionary destroyers of social order. He has nothing but words of hatred and contempt for those who tried to maintain some sort of constitutional government amid the mad riotings of the spring of last year. He treats parliaments as effete institutions, and advocates a Soviet administration. Yet every story he tells is eloquent of the utter incapacity of the extremists to form any sort of a polity, or even to work peaceably with one another. The New Germany is a nightmare.

(1) *Social Life in England through the Centuries.* By H. R. W. HALL. (2s. 9d. Blackie.) (2) "Highroads of History, Book XII."—*Highroads of Social History.* By S. CUNNINGTON. (2s. 9d. Nelson.)

Only recently have we had occasion to notice social histories by Dr. Bradshaw and Miss Wilmot-Buxton, and now two more lie upon our table. The increasing attention paid to the life and progress of the people clearly indicates the tendency of the time both in education and in politics. No two writers, however, are quite agreed as to what the content of social history should be. In Dr. Bradshaw's hands it was hardly distinguishable from the old-fashioned economic history. Miss Wilmot-Buxton regarded it as primarily a record of changing manners and fashions. Mr. Hall, in the very charming book before us, treats of things so various as pit-dwellings, earthworks, Roman villas, English towns, Norman castles, Tudor houses, fairs, markets, churches, roads, and railways. With him social history is mainly a branch of antiquarian lore. Whatever he touches, however, he makes interesting, and he illuminates his pages with many delightful photographs and prints. Miss Cunningham's book, after a short introductory sketch, proceeds to discuss (1) the home, (2) town and country, (3) the nation, and (4) the State. It is a marvellous storehouse of curious information, and its coloured illustrations are particularly fine.

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(Continued on page 416.)

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though it will not teach a student to become expert in that mathematical jugglery which we still expect our candidates for entrance scholarships to acquire. The get-up and appearance of the book are very attractive, and the interest of the student in the subject is stimulated by portraits of noted mathematicians and by historical notes.

An Algebra for Engineering Students. By G. S. EASTWOOD and J. R. FIELDEN. (7s. 6d. net. E. Arnold.)

In this book it has been the aim of the authors to furnish the engineering student with all the algebraic principles and processes which he should master before commencing the calculus. Naturally, great prominence is given to graphical methods, including the construction of the alignment chart, which now figures largely in engineering literature. Rigid proofs of many theorems are out of place in a book of this character, but conviction of their truth will be attained by a study of verifications and illustrations of their application. The examples are judiciously selected, and, as far as possible, have a direct bearing upon engineering problems.

Elementary Plane Trigonometry.

By H. E. PIGGOTT. (7s. 6d. net. Constable.)

This is an excellent book for boys who have in view a career in which a practical knowledge of trigonometry is required. Much pains are taken to lay the foundations securely. Numerical calculation is put in the foreground, and numerous examples are given of the proper way of using books of tables, while repeated injunctions are given regarding the necessity of orderly arrangement and of the application of checks in order to secure accuracy. The problems discussed are chiefly such as occur in surveying, navigation, engineering, and physics; comparatively little space being devoted to pure transformations. In dealing with angles of any magnitude, Mr. Piggott has discarded the usual convention. He draws his zero line to the north, and takes the clockwise direction of rotation as positive. This is in accordance with the "Gyro-compass" system of bearings, and perhaps is to be preferred for some practical purposes; but there are good reasons for adhering to the usual convention, and the student who intends to pursue his mathematical studies further would be well advised to observe it.

The School Geometry, Matriculation Edition. By W. P. WORKMAN and A. G. CRACKNELL. (4s. 6d. University Tutorial Press.)

This is an edition of the "Geometry, Theoretical and Practical" by the same authors, adapted to the needs of matriculation students. The range covered is that of Euclid I-IV, but the order of proof closely follows that indicated by the Cambridge Local Examination Syllabus. The model solutions of typical riders, and the indications given in the earlier pages of the theorems to be used in solving the exercises, should render the book particularly useful to private students.

MISCELLANEOUS.

Essays, Old and New. By ELIZABETH WORDSWORTH. (7s. 6d. net. Clarendon Press.)

We confess that when we took up this book, by the first principal of Lady Margaret Hall, we expected to find that it would make its main appeal to the comparatively limited circle who had come under the writer's direct personal influence. We had not read far before we discovered the fact to be quite otherwise. For quiet humour, for literary charm, and for the native wisdom that is left unspoiled by acquired learning, these essays bear the unmistakable marks of distinction; and their breadth of view should make them more than acceptable to all classes of cultured readers. The first essay, which establishes a contrast between Goethe's "vague sentimentality and moral feebleness" and Dante's "thorough, distinct, masculine, honest and therefore most pure and most delicate treatment of great ethical questions," was written more than forty years ago, and the writer is justified in the postscript which shows how some of the ideas then expressed have since been realized. The essays entitled "At Stratford-on-Avon," "Behind the Scenes," "Flattery," and "The English Church and the English Character," have especially captivated us, though where all is so good comparisons are invidious. Our one breath of criticism is that in the essay on Jane Austen the seamy side of English life in her day should have been so completely ignored. But Miss Wordsworth has rendered a true service to thoughtful people by sending forth this collection of things "new and old," and we hope it will have a large sale.

The Romance of Modern Commerce. By H. O. NEWLAND. (6s. net. Seeley, Service.)

On the title-page of his volume Mr. Newland calls it a popular account of the chief articles of commerce. It is a good deal more than this, for every chapter is packed full of valuable information which makes the book suitable as a work of reference for teachers and students of commercial history and geography. The author,

who was the founder of the British West African Association, draws upon his own personal experience in the African forests, and by his vivid impressions brings home to his readers the romance of his subject. His experience as a lecturer also enables him to arrange his facts in a skilful manner. In the first chapter he traces the evolution of commerce from tribal barter to international intercourse. Each of the principal commodities—wheat, tea, coffee, rubber, cotton, timber, cattle, and so on—has a chapter to itself. The effects of the World War are discussed adequately throughout the book, and the last chapter deals with the possibilities of air transport. The binding is attractive, the print large and clear, and there are seventeen good photographs. In occasional passages the author drops into alliteration, and the style is not pleasing; as, for instance: "The fascination of the forest is fearful," and "While commerce may often have caused conflicts, war and conquest have frequently created a commerce." There appears to be something wrong with the equation on page 162.

Holiday Addresses and a Holiday Gazetteer.

(1s. net. Evans Bros.)

The 600 addresses in this book have been personally recommended by teachers who have spent holidays in the houses named.

Manual of Military German. By F. W. C. LIEDER and R. W. PETTENGILL. (6s. 6d. net. Harvard University Press.)

There can be no two opinions about the thoroughness of this book: it contains a skeleton grammar (26 pages), word-lists mainly, but not entirely, of military and naval terms, containing some 8,500 vocables, 247 pages of reading selections, a vocabulary, list of abbreviations used in the services, and tables of ranks in the Army and Navy, insignia, weights and measures, and other things. The work is, therefore, complete in itself, and the student needs the help of neither grammar nor dictionary. It is intended for those who wish to become acquainted with military German and for no others. It ought to answer its purpose well. The reading matter consists partly of German reports, orders, and proclamations, and partly of narratives and descriptions drawn, we understand from the preface, from German sources. The sections are mostly short, and, though they have no pretensions to literary merit, they are always lucid and straightforward, and contain much interesting information. The book is printed entirely in Roman type, except for five specimen pages of Gothic.

Fairies and Chimneys. By ROSE FYLEMAN. (3s. 6d. Methuen.)

A number of these verses have appeared in *Punch*. That paper has a *flair* for children's likes; and probably (but there's no promising), if a mother or elder sister took the trouble to learn and say Miss Fyleman's verse, the children would consider *Punch* wise. "Cat's Cradle" and "I don't like Beetles" deserve inclusion in a selection made by children themselves.

MUSIC.

The Foundations of Music. By Dr. H. J. WATT. (18s. net. Cambridge University Press.)

This is an erudite volume of remarkable interest for the psychologist and the musician. Although what may be described, in common parlance, as a "stiff" book, the clarity of the author's style renders many hard things palatable. Dr. Watt's aim is to trace the growth of the accepted laws of civilized music, especially those dealing with consonance, dissonance, and "consecutives," accompanying his researches with ample psychological commentary. The merely doctrinal assertions of musical theorists receive more attention at times than they seem to deserve, and it is a pity, perhaps, that harmony rules receive such ample elucidation, whilst the far more natural and abiding laws of strict counterpoint are not dealt with or discussed so fully. Indeed, the author gives emphasis to the defects of his own procedure when, in summing up, he states that the "Fount and origin of probably all music whatever is melodic movement," and that music is the "concourse" rather than the "concord" of sweet sounds. The later chapters, however, which deal with "The Objectivity of Beauty," and with "Aesthetics as a pure Science," succeed in bringing his theories well into focus, and at the same time supply a counter-appeal which balances the technical character of the greater part of the volume. The importance of Dr. Watt's book is not to be denied, and earnest musicians will do well to review the axioms and dogmas of their craft afresh in the light of this exhaustive and illuminating criticism.

SCIENCE.

"The University of Chicago Nature-study Series."—A *Source-Book of Biological Nature-study.* By E. R. DOWNING. (3 dols. net. Cambridge University Press.)

There is obviously much to be said for the practice, commoner in America than in this country, of framing courses in Nature-study

(Continued on page 418.)

TEACHERS REGISTRATION COUNCIL

REPRESENTATIVE OF THE TEACHING PROFESSION.

(Constituted by Order in Council, Feb. 29, 1912.)

THE Teachers Council was formed at the special desire of the teachers of the country. This desire was expressed through the various Associations and Societies of Teachers. It is clearly formulated in the following extracts from the Objects of the National Union of Teachers:—

“To secure the compilation of a comprehensive Register of Teachers.”

“To secure the solidarity and extend the influence of the Teaching Profession.”

The aims thus set forth are sought by teachers of all types. Solidarity can be attained only by the unification of the teaching profession, and of this unification the Official Register of Teachers is the outward symbol. Teachers who are qualified for Registration should therefore become Registered without delay in order to show that they are loyal to the best interests of their calling and prepared to do their share in extending the influence of their profession.

The Teachers Council is a representative body composed entirely of teachers who are chosen by Associations and Societies of Teachers. No fewer than 42 such bodies are represented on the Council, in addition to the Staffs of eleven Universities.

It began the compilation of an Official Register of Teachers early in 1914, and in spite of the grave handicap imposed by the War, the number of applicants for Registration is now

40,000

The Council has been able to bring together the views of teachers of all types, and while not attempting to control the policy of any section or association, it has undoubtedly done much to foster united action and harmony of purpose, and to lay the foundations of a real profession.

IMPORTANT

The Council desires to make known to all Unregistered Teachers that:—

1. The full **CONDITIONS OF REGISTRATION** will come into force at the beginning of the year 1921. Up to 31st December, 1920, teachers may be admitted to Registration on proof of **EXPERIENCE ALONE**, under conditions satisfactory to the Council. After that date proof of **ATTAINMENTS** and **PROFESSIONAL TRAINING** will be required.
2. The **OFFICIAL LIST OF REGISTERED TEACHERS** is now being revised. Entries for the Revised List will close on **WEDNESDAY, 30th JUNE, 1920.**
3. On and after the same date, **WEDNESDAY, 30th June next**, the uniform fee for Registration will be **TWO POUNDS**, instead of **ONE GUINEA** as at present.

Teachers who are not already Registered should complete the form below and post it without delay to the offices of the Council.

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with the avowed object of emphasizing the social and "practical" importance of a familiarity with the life histories of plants and animals. Many excellent textbooks on utilitarian lines have already appeared, and the present volume may be welcomed as one of the most successful of its kind. As the title indicates, it is to be regarded as mainly a compendium of information; but teachers will find it useful not only for the sake of the facts it describes, but also because of the suggestions it contains as to the most effective methods of presenting the subject to students. Naturally, many of the animals and plants referred to, though common enough in America, are unknown here. The book is arresting in style and not overburdened with technical detail, the chapters on animal life being especially interesting. Unfortunately, many of the photographic illustrations are lacking in clearness. On the other hand, the sketches are excellent, though they would be more useful if their scale were stated.

The Engineering Draughtsman. By E. ROWARTH.
(7s. 6d. net. Methuen.)

The volume is intended for students who have already some acquaintance with engineering drawing, and is an attempt to extend his knowledge by imposing upon him conditions similar to those under which a junior draughtsman works, so far as it can be done in a college course. Some of these conditions cannot be secured by means of any textbook, e.g. the measurement of a machine part with the view of making working drawings, so that the part can be duplicated; and again, chief draughtsmen often make crude sketches which juniors have to work up in drawings. The present volume will be found to cover in an excellent manner all the other branches of work which a junior draughtsman may be reasonably expected to perform. The general arrangement drawings from which separate detail working drawings have to be made, and detail drawings from which general arrangements are constructed, cover a wide field, and therefore avoid the error of specialization. They are for the most part up to date, and include ordinary machines, engines, and boilers, together with aeroplane engines, motor vehicles, electrical and hydraulic machines. In several examples, the dimensions are in the metric system, and these will afford useful practice. One or two of the pages are rather crowded; thus, on page 66 the drawings of the cylinders of a traction engine have been so reduced as to make it difficult to read some of the dimensions, despite the

careful draughtsmanship obviously displayed in the preparation. In addition to the objects the author had in view, for which the book is admirably suitable, we can recommend the volume also to those students who are preparing for intermediate university examinations in engineering drawing and design.

Intermediate Textbook of Magnetism and Electricity. By R. W. HUTCHINSON. (8s. 6d. University Tutorial Press.)

The author intends the work as a textbook up to University Intermediate standard, and has introduced at quite an early stage subjects which are usually postponed to a late stage in the study of electricity. The volume is copiously supplied with examples, some worked and others in the form of test questions for the students. The older method of dealing first with magnetism, then with electrostatics, and afterwards with electric currents, is followed. While the subject is fully treated, there is little doubt that a student of Intermediate standard would have to omit a considerable amount of the book—as, for example, Anderson's method of measuring self-inductance, and alternating currents, including the impedance of circuits having capacity and inductance. Methods of treatment involving the use of the integral and differential calculus would have to be modified or omitted by most Intermediate students. The introduction of complex before simpler ideas is of doubtful advantage, leading to frequent reiteration of the statement "this will be better understood after reading chapter —." Under proper guidance the student may find great help from the book, as it is well illustrated and the explanations are full.

Applied Chemistry. By Dr. C. K. TINKLER and H. MASTERS.
Vol. I: *Water, Detergents, Textiles, Fuels, &c.* (12s. 6d. net. Lockwood.)

This is a textbook which is written to cater for third-year students who are taking the University of London's Diploma in Household and Social Science. The first year of this course is of Intermediate Science standard, the second year is concerned with organic and physical chemistry, preparatory for applied chemistry and physiology, and the third year is concerned with water analysis, detergents, textile fabrics, bleaching agents, ventilation, fuels, paints, polishes, &c. As the authors rightly indicate, up to

(Continued on page 420.)

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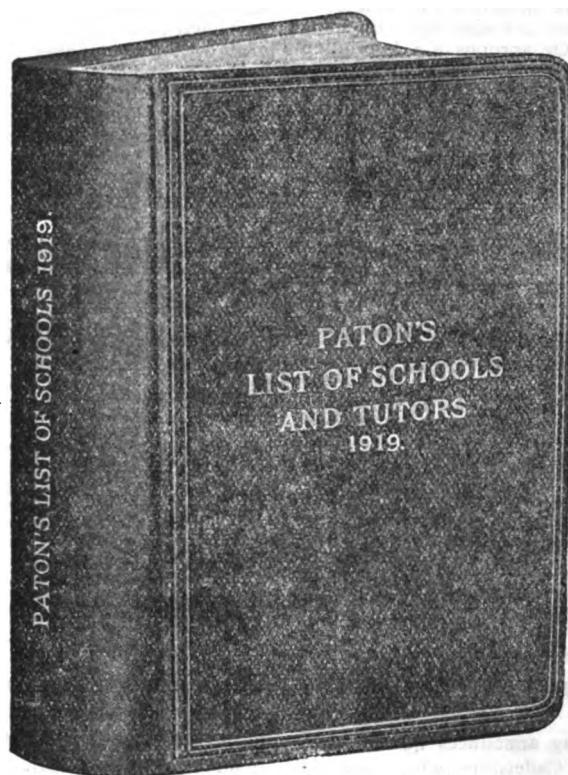
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the present there has been no one publication (apart from the Chemical Dictionaries) which handle so catholic a selection of subjects, and hence the appearance of the book before us. The various sections are well and clearly written, whilst the practical details which are necessary for the successful carrying out of the determinations are fully and accurately described. The chapter on water analysis is brief, but admirably suited for the particular purpose in view. It perhaps would have been advisable to state on page 27 that a mixture of sodium carbonate and sodium hydroxide is a better medium than the carbonate alone for the determination of permanent hardness, whilst the nitrometer method for estimating nitrates and nitrites is worth more than a passing mention. In the chapter on Fuels the calorific value of coal is discussed, and the somewhat crude Thomson and Rosenheim calorimeters are described. It is surely high time that the Bomb calorimeter was recognized as the only trustworthy and accurate instrument for this purpose. These, however, are but matters of detail, and the book, as a whole, should be valuable for the class of students indicated.

Chemistry and its Mysteries. By C. R. GIBSON.
(4s. 6d. net. Seeley, Service.)

This is a pleasantly written and excellently illustrated children's book of popular "science." The author has apparently made a speciality of this type of publication, for the present volume is the fifth of a series in the "Science for Children Library." Perhaps the key-note to the series is contained in the following extract from a letter to the author:—"I hate the science we get at school, but I do like the kind of science you write about." Mr. Gibson has no sympathy with school science and its "dry particulars of measurements, specific gravities, and such details." He prefers this sort of thing: "Have you ever heard of radium? It is a very queer thing." Or, "We may suppose that we have made quite a lot of chlorine gas by heating in a flask some common salt with some black powdery stuff and some acid." Or, apropos of a description of an electrolytic experiment, "I think every boy and girl can guess that we are going to decompose the water." Such *suggestio veri* may be "popular science," but it is certainly not chemistry. In point of fact, it is very doubtful if any good can come of this watered down and bowdlerized exposition. Science is not necessarily an amusing mental picnic, and one would imagine that the

ordinary human boy would much rather experiment for himself than sit at the imaginary feet of a second-hand Gamaliel.

Science of Home and Community. A Textbook on General Science. By GILBERT H. TRAFTON. (8s. net. New York: The Macmillan Co.)

American teachers of science do not use the term, "general science," in the same sense as their colleagues in this country. In the States, general science is much more comprehensive in its scope than with us. Mr. Trafton, for instance, includes in the first part of his book, dealing with "The Science of the Home," subjects as diverse as a description of a Mazda lamp and bee-keeping; or an account of a kitchen range and the protection of birds from cats. The second part, entitled "Science in the Community," includes, among other subjects, means of travel and communication, public health, moving pictures, protection of birds and forests, and alcoholic drinks. Though we hope our schools will never offer so variegated a scheme of science instruction as that of Mr. Trafton, we are glad to know that there is a movement in the direction of broadening and humanizing our science syllabuses, and we commend this book to teachers of physics who are making experiments with the view of bringing their laboratory and lecture-room lessons into closer touch with everyday practice.

A Textbook of Hygiene for Training Colleges. By MARGARET AVERY. (7s. 6d. net. Methuen.)

This book covers the syllabus in hygiene of the Board of Education Certificate Examination for Training Colleges in a very thorough manner, and may be recommended with confidence. The physiology of nutrition, and of the skeletal, muscular, circulatory, respiratory, excretory, and nervous systems are explained simply, but with sufficient detail and in an interesting way, and their practical applications to the training of children in habits of healthy living are pointed out with convincing effect. Sections appealing with particular force to teachers and members of education committees deal with the equipment and maintenance of school buildings generally, and of special schools for afflicted children, with school medical inspection and treatment, child-welfare centres, nursery schools, and health-visiting. The greater part of the book, however, will be found of interest equally to the general reader and especially to persons having the care of children; for it is full of

(Continued on page 422.)

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For other announcements of The University Tutorial
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SUMMER SCHOOLS

will be found on pages 339, 346, 347, 348, and 349.

sound advice and up-to-date views on exercise, ventilation, food, clothing, first aid in minor injuries and common ailments, and kindred subjects. Eugenics and legislation affecting school children are also matters of obvious concern to the community at large, and we are glad the author has included a short account of each. A very valuable chapter on mental and physical fatigue embodies important results of recent psychological research, and merits close study by all teachers and parents. The book is effectively illustrated and attractively produced.

Mammals, Vols. I and II: *The Natural History of South Africa.*

By F. W. FITZSIMONS. (9s. each. Longmans.)

The director of the Port Elizabeth Museum has prepared a series of volumes, of which these are the first two, in order to supply information about the ways and habits of the creatures of veld, forest, mountain, and stream which shall enable South Africans to distinguish between their friends and foes in the animal kingdom. Naturalists everywhere will endorse his hope that in South Africa and other countries where civilized man has not yet become firmly established, it may not be too late to plead for the enlightened protection of mammals, birds, and reptiles of economic value. The volumes before us deal with the monkeys, lemurs, bats, and carnivora (including sea-lions). The books are written in simple and pleasing style, without technicalities, and are enlivened by anecdotes of the habits of the animals and the adventures of the author and others. They will certainly appeal to lovers of animals who prefer their science well diluted, but would have been more widely useful had they been stiffened by some account of the diagnostic characters of the orders, sub-orders, families, and genera considered. To pass from insectivorous bats to lions without any indications of the magnitude of the step is a sheer waste of opportunity, and hardly fair to the reader. The systematic index with which each volume is provided is useful, but inadequate. The photographic illustrations—about 100 in number—are excellently done. Many of them are obviously of mounted specimens, but all are well posed and lifelike.

An Introduction to Anthropology. By the Rev. E. O. JAMES. (7s. 6d. net. Macmillan.)

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THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members. Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Hon. Secretary.

PHYSICAL TRAINING COLLEGE, QUEEN ALEXANDRA'S HOUSE GYMNASIUM, KENSINGTON GORE, S.W. 7.

EDUCATED GIRLS TRAINED as TEACHERS of Drill, Gymnastics, Games, Dancing, Fencing, Swimming, Massage, and Remedial Exercises. A four terms' course in Massage only can be taken separately. Apply for prospectus to The Misses BEAR, Principals.

BEDFORD COLLEGE OF DANCING AND PHYSICAL CULTURE.

The Crescent Studios, 4a The Crescent, Bedford.

MISS MILDRED BULT receives resident and non-resident students to train for the profession. A thorough training in Technique in all branches of Dancing and in Class Teaching given.

The course includes Drill, Gymnastics, Fencing, and Voice Production. Students live in the Principal's pleasant private house and have every home care and comfort. For Prospectus apply—Miss BULT.

BRISTOL PHYSICAL TRAINING COLLEGE. 30 APSLEY ROAD, CLIFTON, BRISTOL.

TRAINING in Swedish and British Gymnastics for public examination. Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene.

Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of The English Folk Dance Society.

Residential fees on application to—The Misses JENNINGS, HOLBROW and COLSON.

For other Physical Training Advertisements see pages 427, 434, 477.

FOR SALE; SCHOOL TRANSFERS; PARTNERSHIPS, &c.

See also pages 434, 484, 485, and 490.

LOUGHTON, ESSEX.—For Sale, in this lovely district, on the border and overlooking part of the forest, a very delightful HOUSE, within 10 minutes of the station, with a good train service to Fenchurch Street and Liverpool Street Stations.—A very fine Freehold House, with lovely grounds most artistically laid out: there are lovely views from the house in every direction. The grounds have been laid out regardless of expense, and include artificial lake, fountain, rock garden, ornamental ponds, and water-course, very fine conservatory, large range of greenhouses, concert room, miniature child's cottage with garden attached; the garden occupies about three acres, and the paddock about five acres, making about eight acres altogether. The house contains five large reception and fifteen bedrooms, including room for gardener. It would be an ideal place for an Institution or large country residence: telephone attached to the house. Possession can be given on completion of purchase. Price, freehold, £7,500. For further particulars and order to view, apply—GOLBY, Estate Office, Mill Hill, N.W.7. 'Phone, Finchley 1458.

TOTTERIDGE, HERTS.—For Sale, a most attractive HOUSE, standing in a lovely position, about 1½ miles from the station. The house contains fine entrance hall, two large receptions, and seven bed rooms. Good outbuildings, including garage, stable, fowl runs, wood store, lovely garden of about two acres, with abundance of all kinds of fruit trees, full-sized tennis court. Only a few minutes from golf links. There are also two cottages included in the sale. Possession can be given at the September quarter. Telephone attached to the house, which is within the London radius. The house can be viewed any day up to one o'clock, except Sunday. Price for the FREEHOLD, which includes house, buildings, about two acres of land, and two cottages, £6,000. For particulars and order to view, apply—GOLBY, Estate Office, Mill Hill, N.W.7. 'Phone, Finchley 1458.

TOTTERIDGE, HERTS.—For SALE, in this lovely district, fine HOUSE, standing on one of Nature's beauty spots, with glorious landscape views in every direction which can never be spoiled. Contains three fine reception, attractive hall, eight bed, one dressing, fine bath room, all on one floor; central heating for hall and landing, good domestic accommodation, two staircases, laundry, dairy, abundance of outbuildings, including two-stall stable, two loose boxes, cow pens for 12 cows, garage with pit large enough for two cars; gardener's seven-roomed cottage in splendid repair, two full-sized tennis courts, fine kitchen garden and paddock of five acres. Possession on completion of purchase. Freehold, £12,500. If desired the furniture will be sold with the house.—For illustrated booklets and orders to view, apply—GOLBY, Estate Office, Mill Hill, N.W.7. 'Phone, Finchley 1458.

ELSTREE VILLAGE. For Sale, a very desirable residence in this lovely district, standing in its own grounds about 1½ miles from Elstree Station. It would be an ideal place for an Institution or Convalescent Home. The house has a stately entrance hall, 3 large reception, 14 bed and dressing rooms, full-sized billiard room, telephone attached, lovely grounds, full-sized tennis court, paddock, fine kitchen garden, in all about 6 acres, abundance of fruit trees. Possession can be given on completion of purchase. Price £8,500, freehold. For further particulars and orders to view, apply—GOLBY, Estate Office, Mill Hill, N.W.7. 'Phone, Finchley 1458.

FOR SALE, on reasonable terms, by private treaty, a fine, well-built private residence, very suitable for a School or other Institution. Situate about 3 miles from Malvern, 2 miles from Upton-on-Severn, and 7 miles from Worcester, and containing 24 Bed and Dressing Rooms, Bath Room, 4 Reception Rooms, Servants' accommodation, and Domestic Offices, Private Chapel, Good Stabling, and covered Yard, Motor Garage, Greenhouse, 2 Cottages, and about 25 acres of land (more can be arranged for). Boat-house, with Landing Stage on the Banks of river Severn. Vacant possession on completion. Orders to view by appointment and other particulars can be obtained from CHARLES E. HAY, Estate Office, Hanley Castle, near Worcester.

HAINES HILL SCHOOL. Nos. 2 and 3 Hovelands & Ingleside, TAUNTON.

ATTRACTIVE SALE of the entire Private and School Furnishings, and the excellent Modern Complete School Equipment and effects, by instructions from Miss PRIMROSE, who is relinquishing the Schools.

WM. WATERMAN & SON

have been favoured with instructions to sell by auction on the premises as above, on Tuesday, Wednesday, and Thursday, 27th, 28th, and 29th July, 1920,

the excellent FURNISHINGS

and SCHOOL EQUIPMENT,

comprising

the superior Furniture of the Principal's and Staff Rooms,

COSTLY WALDEMAR, ERARD, AND OTHER PIANOFORTES,

Large quantity white enamelled Chests, Drawers, and Dressing Tables, about 40 single Combination Bedsteads and Mattresses, 80 pairs single Sheets, 150 Blankets, Quilts, and Counterpanes, Bolsters and Pillows, Toilet Mirrors and Bedroom Ware, Housemaids' Utensils, Mahogany and other Chests, Drawers, Wardrobes, and the general equipment of the Dormitories and Bedrooms, about 60 practically newest type adjustable Pitch Pine single School Desks, Pitch Pine School Tables, Principal's Desks, Clay Modelling Desks, Boards, and Outfits, Sand Modelling Tables, Quantity Plaster Art Casts, Kindergarten Furniture, Slate and other Blackboards, Pitch Pine Book Cupboards, Book Cases, Adjustable Portable Desks, Trestle Dining Tables, Large quantity Bentwood, Rush, and solid School Chairs, Painting Easels, Scholastic, Reference, and Teaching Books, Maps and complete School working sundries, Tablecloths, Cooking and Catering Equipment, and numerous other lots.

The whole of which has been carefully used and is in splendid condition, forming the complete equipment of a First-class School.

Further particulars may be obtained of the Auctioneers, 49 East Street, Taunton. Sale at eleven o'clock each day, and on view day prior to the sale.



MIDDLESEX (2 miles from Station).
OLD FREEHOLD MANSION,
with modern additions, grounds 4 acres (part leasehold), 25 rooms, large outbuildings. The whole for sale, with possession, readily capable of adaptation to scholastic purposes. Reply Address—No. 11,023.*

HEAD MASTER of Boys' Preparatory School in growing suburb of large manufacturing town, seeks a PARTNER. No competition, and possibility of great development. Twelve months on both sides before signing of deeds. Gross income £3,000. Only Graduates in Honours and good sportsmen need apply. Address—No. 11,047.*

FOR SALE.—HIGH-CLASS DAY SCHOOL FOR GIRLS in Surrey, containing between 30 to 40 pupils paying 18 to 36 guineas per annum; excellent premises in large grounds, rented at £312 a year, with room for 30 boarders. Present Principals moving with their boarders elsewhere. One term's fees accepted for pupils transferred. Would suit Principal seeking premises to which to move her boarders. For further particulars apply—T. 3086, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

PARTNER, under 35 years of age, required for High-class Boarding and Day School for Girls in Surrey, to share responsibility. Flourishing school containing 31 boarders paying 90 guineas per annum, and 65 day pupils; gross receipts about £6,000, net profit about £1,200. Third share offered to partner, who must be either a University woman with experience, or a lady capable of taking charge of the domestic side. For further particulars apply—T. 3066, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

EAST COAST.—LARGE DAY SCHOOL, with boarders, in favourite Health Resort. 150 day pupils paying 12 to 30 guineas per annum, 13 boarders paying £70 to £100 per annum; accommodation for more boarders could be obtained next year. Gross receipts about £4,000, net profit £700 to £800. Goodwill £1,500, furniture and fittings £1,000. Premises will be let on lease at £300 a year. For further particulars apply—T. 3100, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

PARTNER required to run the junior department of a successful Day and Boarding School on the South Coast; 25 boarders paying from 75 to 90 guineas per annum, and 20 day pupils. Good premises specially built for their purpose. Gross receipts over £2,800, net profit over £500. Froebel trained mistress desired as partner. Terms a matter of arrangement. For further particulars apply—T. 3003, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

PARTNER, with good teaching qualifications, required to manage the educational side of a High-class Boarding and Day School for Girls on the Chiltern Hills. 13 boarders paying from £90 to £120 per annum, and about 40 day pupils paying from 12 to 27 guineas per annum. Gross receipts over £2,000 a year, net profit between £400 and £500 per annum. Favourable terms arranged with lady able to pay down at least £500. For further particulars apply—T. 2992, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

TO BE LET or SOLD, with vacant possession in August, very attractive SCHOOL PREMISES on Chiltern Hills, in grounds of six acres; with or without connexion of pupils paying 45 guineas a term; accommodation for 33 boarders. Rent £450 a year. Furniture available if desired. For further particulars apply—T. 3,106, c/o MESSRS. TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158-162 Oxford Street, London, W.1.

WANTED, as future PARTNER, Qualified Teacher or Lady Matron in high-class Girls' School in Bucks, about 20 miles from London. Address—No. 11,036.*

PARTNERSHIP in successful PREPARATORY SCHOOL in Midlands offered to young unmarried man, with view to future succession. At present 12 boarders and 36 day boys. Address—No. 11,043.*

WITH A VIEW TO PARTNERSHIP.—Well qualified lady required in September in South Coast Boarding School for Girls. Mathematics and Latin. Entire sale of school to two friends would be contemplated. Capital £4,000-£6,000. Address—No. 11,052.*

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

SUMMER SCHOOLS, 1920.

See also pages 427, 433, and 434.

Dalcroze Eurhythmics.

The SUMMER SCHOOL

WILL BE HELD AT

OXFORD, AUGUST 16th to 28th inclusive.

Classes in RHYTHMIC MOVEMENT,
SOLFÈGE, and IMPROVISATION.

PROSPECTUS ON APPLICATION TO—

The DALCROZE SCHOOL of EURHYTHMICS, Ltd.,
23 STORE STREET, LONDON, W.C. 1.

Educational Handwork Association.

President: THE RIGHT HON. SIR A. H. D. ACLAND, BART.
Secretary: MR. J. SPITTLE, 16 Cambridge Road, Huddersfield.
Annual Subscription, 2s. 6d. Journal post free to Members.

SUMMER SCHOOLS.

HANDWORK at Scarborough, Falmouth, and St. Annes-on-Sea.

PHYSICAL TRAINING at Scarborough and Southport.
From July 26th to August 21st, 1920.

Director: MR. J. TIPPING.

Superintendent of Physical Training: MR. H. A. COLE.
Preparation for all Exams. Hostel accommodation.

Prospectuses and full information may be obtained as follows:—

SCARBOROUGH AND SOUTHPORT SCHOOLS—MR. J. TIPPING, 35 Lower
Rushton Road, Bradford.

FALMOUTH SCHOOL—MR. C. SEAMAN, 38 Victoria Park Avenue, Cardiff.

ST. ANNES-ON-SEA SCHOOL—PROFESSOR J. A. GREEN, M.A., The University,
Sheffield.

STREATHAM HILL HIGH SCHOOL

(Girls' Public Day School Trust),

WAVERTREE ROAD, STREATHAM HILL, S.W. 2.

MUSIC TEACHERS'
TRAINING DEPARTMENT.

A Short Holiday Course

illustrating various aspects of modern
music-teaching in schools will be
held at the above School, from

MONDAY, SEPT. 6th, to SATURDAY, SEPT. 11th,
inclusive. Fee £2. 5s.

SUBJECTS AND LECTURERS.

1. The Appreciation of Music.
MR. STEWART MACPHERSON.
2. Aural Training, including Rhythmic
Movements for Young Children.
MISS ELSIE MURRAY.
3. Pianoforte Teaching.
MR. FREDERICK MOORE.
4. The School Choral Class.
MR. JAMES BATES.

Full particulars may be obtained from
Miss KENNETT-HAYES at the School, after
July 26, at 5 Oriel Street, Oxford.

STRATFORD-ON-AVON SUMMER SCHOOL,

JULY 29th TO AUGUST 28th.

Miss LAURA SMITHSON, L.R.A.M.,

EIGHTH SEASON.

ELOCUTION, DRAMATIC, and
VOCAL TECHNIQUE,
And ENGLISH PHONETICS.

Recommended by Sir Frank Benson,
Miss LILIAN BAYLIS, Lady GOMME, BEN GREET,
Esq., WILLIAM POEL, Esq., &c.

All particulars from Miss LAURA SMITHSON,
109 Abbey Road Mansions,
St. John's Wood, N.W. 8.
Or, The Union Club, Stratford-upon-Avon.

MUSIC HOLIDAY COURSE.

OXFORD, 1920.

From July 30th to August 12th (inclusive).

MISS HOME will give, during the
Summer Holidays, a Short Course
of Instruction in the work done in the Ear
Training Classes at the Kensington High
School and elsewhere.

The Course will be held at

The High School for Girls,
21 Banbury Road,
Oxford.

Hours: 10 a.m. to 12 a.m.

Fee £3. 3s.

Applications for entry should be made as
soon as possible to

Miss Home,
Kensington High School,
St. Alban's Road,
Kensington,
London, W. 8.

Arrangements can be made for Accom-
modation and Board.

HOLIDAY COURSE IN NATURE STUDY.

A SHORT HOLIDAY COURSE
In NATURE STUDY will be held for men
and women at the HORTICULTURAL COLLEGE,
SWANLEY, from July 31st to August 14th.

The Course, in which field excursions play an im-
portant part, will include studies in Insect and Bird
Life by Miss Hibbert-Ware, and Methods of Plant
Reproduction and Propagation by Miss K. Barratt,
M.Sc., and Miss L. K. Herring.

Further particulars may be obtained from the
PRINCIPAL.

ASSOCIATION FOR THE REFORM OF LATIN TEACHING.

PRESIDENT: DR. W. H. D. ROUSE, The Perse
School, Cambridge.

A SUMMER SCHOOL

will be held this year at

CHESTER,

FROM AUGUST 30th—SEPTEMBER 8th.

Demonstration Classes.

Oral and Reading Practice (Groups).

Use of Picture Stories.

Lectures (and Discussion) on
Aims and Methods, &c.

For fuller particulars apply to—

MR. N. O. PARRY, 4 CHURCH STREET, DURHAM.

Universität Basel.

FERIENKURS 1920.

13 Juli-21 August.

ÜBUNGEN und Vorlesungen zum
Studium der deutschen Sprache. Übungen
(wöchentlich 15 Stunden): Lektüre und Interpre-
tation, Übersetzungen, Konversation, Grammatik,
Phonetik, Schriftliche Arbeiten. Kleine Klassen.
Trennung nach Muttersprachen. Vorlesungen
(wöchentlich 7 Stunden) über deutsche Literatur und
Kunst, Schulwesen, Ausflüge.

Gebühren: 60francs für 4 Wochen, 80francs für
6 Wochen.

Zu jeder Auskunft ist bereit

das Sekretariat der Universität
Basel (Schweiz).

THE ENGLISH FOLK DANCE SOCIETY.

Hon. Director: CECIL J. SHARP.

THE SUMMER VACATION
SCHOOL of Folk Song and Dance will be
held at Cheltenham from July 31st to August 28th.

For full particulars apply to—

THE SECRETARY, E.F.D.S.,
7 Sicilian House, Sicilian Avenue,
Southampton Row, W.C.1.

SUMMER SCHOOLS, 1920.

See also pages 427, 432, and 434.

THE TEACHERS' GUILD SUMMER CONFERENCE, 1920, ON "AUTO-EDUCATION"

to be held at CAERLEON, MONMOUTHSHIRE,
from Friday, July 30th to August 5th.

SUBJECTS:

"Auto-Education in Elementary and Secondary Schools.
in relation to Heuristic Method or Psycho-Analysis."

Prospectuses and full particulars can be obtained from
The Secretary of the Teachers' Guild,
9 Brunswick Square, W.C.1.

REGIONAL ASSOCIATION.

SUMMER MEETING AT CLASTONBURY, August 21st to September 11th, 1920.

The Purpose of the Meeting is, by practical work in the field, with some discussions and lectures, to make a Regional Survey of the district (rural and civic), leading to a critical study of social life and institutions.

Accommodation (limited) at Chalice Well, and, for Campers, in the grounds.
List of Apartments also sent, on application, with stamped addressed envelope.

Early application should be made to the Hon. Secretary, REGIONAL ASSOCIATION, 65 Belgrave Road, S.W.1, including a booking fee of 10s. 6d.

PHYSICAL TRAINING COURSE

IN
THE SWEDISH SYSTEM
(P. H. LING'S)

for Men Students

AT STOCKHOLM, SWEDEN.

Commencing on Monday, 6th September, 1920.

Conducted by

HAROLD OLSSON (British-born subject),
Graduate of and now Assistant Master at the Royal
Central Institute of Gymnastics, Stockholm; during
the War, Captain and Officer Instructor and Lecturer,
Army Gymnastic Staff, Headquarters Gymnasium,
Aldershot; for 3 years Teacher of Physical Training
at Lundsbergs School, Sweden.

Prospectus on application to—

MARTIN OLSSON & SONS,
22 BISHOPSGATE, LONDON, E.C.2.

VACATION COURSES

IN

VOICE CULTURE FOR CHILDREN, by Mr.
James Bates.

VOICE CULTURE FOR ADULTS, by Mr.
Filmer Rook.

CLASS SINGING (with Practice Class), by Dr.
Ralph Dunstan and Mr. Granville Humphreys.

SIGHT READING (both Notations), by Mr.
Leonard C. Venables.

HARMONY, EAR TRAINING AND MUSICAL
FORM AND EXPRESSION, by Dr. R. D.
Metcalfe, Mus.B.

Daily lessons from July 20th to August 12th, 1920,
at Earlham Hall, Forest Gate, E.7.

For prospectus apply to the SECRETARY OF THE
TOMIC SOLFA COLLEGE, 26 Bloomsbury Square,
London, W.C.1.

FOR Summer School of Speech
Training, Stratford-on-Avon, see page 427.

CIVIC EDUCATION LEAGUE. SUMMER SCHOOL OF CIVICS Technical Institute. HIGH WYCOMBE, BUCKS.

31st July to 14th August, 1920.

Study and discussion of leading present-day social, economic, and
educational problems to meet the needs of Organizers, Teachers, Social
Workers, Health Workers, and Citizens.

Courses on Civics, Sex Education, Local and Central Government, and
Anthropology.

Special Lectures on Maternity and Child Welfare Work, Analytical Psy-
chology, and Reconstruction Problems.

FEE: Inclusive, two guineas; single course, ten shillings; single
lectures, half-a-crown.

All information from The Secretary.

SUMMER SCHOOL OF CIVICS,
Lepay House, 65 Belgrave Road, London, S.W.1.

The Head of an important School
writes:—

"I am extremely sorry the adver-
tisement could not be printed in last
month's issue, as we generally have
such good results from your paper.
Kindly insert it in next month."

INTERNATIONAL GUILD,

6 RUE DE LA SORBONNE, PARIS

(Sous la direction de professeurs agrégés de l'Uni-
versité de Paris).

offers to Students, especially those intending to be
teachers, a sound training in the French language.

HOLIDAY COURSES JULY, AUGUST.

Phonetics, Conversation, Translation, Dictée and
Lecture Expliquée, Lectures in French History and
Literature.

Weekly excursions in Paris and the surroundings
arranged for students.

Hostel attached to the Guild for 20 resident women
students.

PASSPORT NOTICE.

Students attending SUMMER SCHOOLS
on the Continent must be provided with a valid
Passport, issued or endorsed within two years
of date for the country concerned, and bearing
the visa of a Consular representative in the
United Kingdom of the countries to or through
which they are proceeding. The endorsement
and visas should cover the whole route, or
serious difficulties may arise. Those proposing
to visit Switzer and should be careful to obtain a
visa for the return journey at the time of their
application, and must also obtain the visa of the
Swiss Consul. British subjects can secure the
fullest information at the Passport Office:
1 Lake Buildings, St. James' Park,
London, S.W.1.

A SUMMER COURSE

of ITALIAN Literature, History, Art, together
with Art Excursions, will be held at the R.R.
Conservatori Riuniti, SIENA, from August 1st
to September 15th. Students (ladies) welcomed at
the Institute or accommodation found in the City for
others.

Apply to the SECRETARY.

OXFORD.

A SUMMER SCHOOL
on
"Aspects of Contemporary Theology"

will be held at

OXFORD, July 26 to August 6.

embracing about 40 lectures and classes on the
Philosophy of Religion, Biblical Study, Comparative
Religion, Sociology, Science, &c.

The Lecturers will include: Professors G. A. Cooke,
P. Gardner, F. Soddy, Principals Selbie and Jacks,
Professors L. D. Barnett, C. H. Herford, J. H. Muir-
head, A. S. Peake, A. Seth Pringle-Pattison, J. A.
Thomson, V. Amundsen (Copenhagen), B. W. Bacon
(Yale), Paul Sabatier (Strasbourg).

Fee £1.

For tickets and other information apply to Mr.
BASIL BLACKWELL, M.A., 50 Broad Street, Oxford.

OXFORD UNIVERSITY.

A VACATION COURSE in Edu-
cation will be held in August 1920. It is
open to both men and women and is not con-
fined to members of the University.

Graduate teachers of seven years' standing
may obtain the University Diploma without
further residence.

Apply—THE DIRECTOR OF TRAINING, 22 St.
John Street, Oxford.

A HOLIDAY COURSE for
TEACHERS OF FRENCH will be held,
at the request of the Board of Education, at Bedford
College for Women, from August 25th to Sep-
tember 7th.

There will be (i) a series of eleven lectures by
Professor Rudler, D. ès. L., on "L'enseignement du
français par la littérature"; (ii) a series of eight
lectures by M. Cazamian, D. ès. L., on "La France
du vingtième siècle."

For further particulars apply to Miss F. PAGE,
Bedford College, Regent's Park, N.W.1.

FOR particulars of Vacation Tuition
at University Tutorial College, see page 427.

SUMMER SCHOOLS, 1920.

See also pages 427, 432, and 433.

SUMMER SCHOOL OF EUGENICS AND CIVICS.

A seaside gathering is arranged from
July 31st—August 14th.

AT

HERNE BAY COLLEGE, KENT.

Lectures, discussion, and debates will take place on the following subjects:—Heredity, Biology, Eugenics, and Social Psychology, and the influence of these Sciences on the Civic Life of the present and future generations.

A Course on "The Work of Modern Citizens" is included.
Opening lecture by Professor ARTHUR DENDY, F.R.S., on "Evolution in Human Progress."

Publishers' Exhibition and Lending Library.
Bathing, Tennis, Golf; Excursions to Canterbury and the district.
Full particulars from—

Miss CONSTANCE BROWN,
Eugenics Education Society,
11 Lincoln's Inn Fields,
London, W.C.2.

The Unity History Schools (Series IV)

Arranged by F. S. MARVIN.

The next School will be held at

WOODBROOKE, NEAR BIRMINGHAM,

from

August 14th to 23rd.

The Lecturers include: SIR PAUL VINOGRADOFF, Professors GILBERT MURRAY and RAYMOND BEAZLEY, Miss EILEEN POWER (Girton), and Messrs. H. G. WELLS, G. P. GOOCH, H. W. C. DAVIS, G. N. CLARK, and FREDK. WHELEN.

The general idea is to present the earlier steps of a process, which in our own time has culminated in the inauguration of the League of Nations by the recent Peace Treaty

For particulars and inclusive terms apply—

EDWIN GILBERT,
78 Mutley Plain, Plymouth.

TRAINING COLLEGES & Technical Schools.

See also pages 425-435, 448, 452, 475, 480, 483, 484; [Halls of Residence] 426-429; [Physical Training] 427, 430, 433, 477; [Summer Schools] 427, 432-434; [Scholarships] 426-429, 435.

UNIVERSITY of LONDON, KING'S COLLEGE

COURSES IN THEOLOGY FOR WOMEN.

WOMEN are prepared for the following examinations:—B.D. London, the Archbishop's Diploma in Theology (S.Th.), the University of London Certificate in Religious Knowledge. Day and evening classes are arranged. A special reduction in fees is made to teachers. The lectures are open to members of all denominations.

The staff includes the following:—
The Rev. W. R. Matthews, Dean Professor of Theology;

The Rt. Rev. Bishop Gore, Lecturer in Dogmatic Theology;

The Rev. Canon Box, Professor of Hebrew and Old Testament;

The Rev. Dr. White, Professor New Testament;

The Rev. C. Jenkins, Professor of Ecclesiastical History;

The Rev. C. F. Rogers, Professor of Liturgical Theology;

The Rev. Dr. Dearmer, Professor of Ecclesiastical Art;

The Rev. J. H. Manria Relton, Lecturer in Historical Theology.

For particulars as to fees and courses, application should be made to the Tutor for Women Theological Students, Miss E. W. HIPPLEY, S.Th., King's College, Strand, W.C.2. Next term begins on October 6th.

UNIVERSITY OF LONDON, UNIVERSITY COLLEGE.

Students who desire admission to full-time Undergraduate Courses, in October next, should apply for admission immediately. Those who have just sat for Matriculation can make their applications contingent on success in that examination. Owing to the large number of applications already received, it is unlikely that any application will be successful that is received later than Saturday, July 3rd.

WALTER W. SETON, M.A., D.Lit.,
University College, London. Secretary.
(Gower Street, W.C.1.)

NATIVE FRENCH MASTERS

AND MISTRESSES AND FULLY QUALIFIED French teachers of British nationality seeking appointments should apply to the National Society of French Masters (most reasonable terms), Sackville House, 7 Red Lion Square, W.C.1.

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OCCASIONAL NOTES.

THE terms of reference of the Standing Joint Committee on the salaries of teachers in secondary schools are substantially those adopted by the "elementary" Burnham Committee; only the first of them calls for comment. The Committee sit to secure "the orderly and progressive solution of the salary problem in secondary schools, and its correlation with a solution of the salary problem in elementary, technical, &c., schools." Since no representatives of secondary-school teachers sat upon the "elementary" Burnham Committee, and as no technical teachers are taking part in the deliberations of the "secondary" committee, despite the fact that a third committee is to be set up in the late autumn to deal with technical and art teachers' salaries, it is difficult to understand how correlation can be effected. Technical teachers, however, are asking for scales practically identical with those advocated by their secondary-school colleagues, so that the third committee may well take into consideration the work of their predecessors. So far as the personnel of the present committee is concerned, the representatives of the Local Authorities Associations are the same as those on the "elementary" committee. On the teachers' panel the head masters, head mistresses, and assistant mistresses, and the National Union of Teachers have five representatives each, and the Assistant Masters' Association supplies the remaining six. For the Local Authorities Associations, Mr. F. J. Leslie, of the Association of Education Committees, is acting as secretary. The Assistant Masters' Association provides the secretary to the teachers' side of the committee in the person of its organizing secretary, Mr. G. D. Dunkerley.

ANOTHER of the terms of reference of the Committee is "that a scale (or scales) of salary shall be formulated by agreement by October 31, 1920, if possible." The delay in setting up the committee was most regrettable. All the teaching associations were ready in January, yet the first meeting did not take place until May 21. The delay was presumably unavoidable, but, as a result, the teachers' position financially has become almost desperate. Lord Burnham has ruled from the chair that "the establishment of this committee does not debar local education authorities from granting interim advances of salary to teachers if they desire to do so," and this has been acted upon by several authorities, and some measure of relief has been obtained in certain areas. Nothing less than a full "carry-over" scheme to the new scales will really meet the case, and the need is urgent. Rumour has it that a report may be made in July, and that, in this way, financial help may be obtained before the holidays. At the time of writing this seems quite impossible. The committee will have met only three times when this issue is published; scales must be accepted by the teachers, and a period of truce agreed to, before the scales can be put into operation; and the quality of service accepted for "carry over" will need to be determined. Indeed, the acceptability of any scales must depend to a large extent upon a definition of past service which shall be so wide and general as to include as much as may be of such service. This point is most important. In the case of primary-school teachers the issue is simple; in that of the men and women in secondary schools it is the reverse. Teachers will look for a generous interpretation by local authorities of any guidance afforded by the report of the committee.

ON May 15, a conference was held in London of representatives appointed by all the National Associations of Teachers to meet the members of the Teachers Registration Council and discuss with them certain points connected with the Council's work. The nature of the discussion is indicated in the two chief resolutions, which were carried with practical unanimity. The first of these was moved by Sir John McClure, a former president of the Head Masters' Association, and seconded by Mr. G. H. Powell, the Vice-President of the National Union of Teachers. The resolution affirms that the divisions which now exist among teachers through the variety of institutions in which they serve, and of subjects which they teach, should not be emphasized to the extent of preventing united action for the benefit of education and of the profession as a whole. Sir John McClure urged that the time has come when a bridge must be constructed providing for the easy transfer of qualified teachers from one branch of teaching work to another. Such a bridge must allow of traffic in both directions, so that it may be possible for teachers to proceed from secondary schools to elementary schools, and *vice versa*, and so that it may not be held derogatory for the university teacher to take up work in some other branch. There is evidence on every side that the barriers between different forms of teaching are being rapidly broken down, and this may be ascribed to the existence of the Registration Council, with its comprehensive Register "arranged in one column with the names in alphabetical order." The Register itself is a symbol of the unity which is coming into being.

THE second of the resolutions passed at the conference was moved by Miss J. F. Wood, President of the National Union of Teachers, and seconded by Mr.

Teachers and Control.

M. J. Rendall, Head Master of Winchester. It ran thus: "In order that education, both for children and for adults, may be brought to the highest level of efficiency, and be adjusted to the various and changing needs of the community, the conference desires legislation which will ensure that teachers shall be taken into consultation by both central and local authorities on all important questions, administrative and other, affecting education." A majority of those present were in favour of seeking to obtain for teachers a statutory right to be consulted on matters concerning their work. One speaker pointed out that they were seeking to have their right to consultation established, and were not content merely to ask for a favour. The growth of the Whitley Council movement in industry has been watched with much interest by teachers, and, although it may be that the Whitley scheme is not fully applicable to our educational system, few teachers will doubt that education would benefit greatly if we had a properly established scheme whereby the experience of teachers could be used in administration. To secure this as a right, it is necessary that we should have a united teaching profession, and this aim can be realized when teachers themselves recognize the importance of arriving at a complete understanding among themselves. The conference may be regarded as a preliminary step in this direction. We understand that it is to be followed by other conferences, and we hope that a satisfactory and practicable scheme may be devised for making the Teachers Registration Council the central body representing and carrying out the views of the various sections who appoint its members.

THE resolutions asking for greater freedom in the choice of subjects in the First Examination, and for the alteration of the conditions on which financial aid

Freedom in Choice of School Subjects.

is given to "post-matriculation" work in our schools, which were passed with but one dissident at the largely attended annual Conference of Head Mistresses on June 12, mark a distinct stage in the history of girls' education in this country. Both seek to vindicate the principle that the true aim of education should be to discover the tastes and develop the capacity of the individual pupil, and that this necessitates the adaptation of the system to the individual, rather than that of the individual to the system. While admitting that up to the stage of the First Examination the curriculum should be, in the main, the same for all, the head mistresses hold that aesthetics, with its stimulating and humanizing influence, should be given a more honourable place in that examination. The many thousands of boys and girls who leave our schools at this stage would thereby gain greater opportunity of forming tastes which would be of incalculable value to them in later life by leading them to use their leisure for worthy ends. The plan of the Board of Education to encourage higher and more specialized work in schools by giving grants for advanced courses in classics, science, and modern studies, has been found often to interfere with the grouping of subjects most suitable for individual cases by requiring that two-thirds of school time shall be given in each course to three main subjects prescribed by the Board, without reference to

the special tastes or capacities of the pupil. As music and art are not recognized as main subjects in any course, they cannot be seriously pursued except at the risk of over-work. This and other grave drawbacks lead the head mistresses to urge that the responsibility for arranging the plan of study suitable to individual pupils should be left to those who come into direct contact with them, subject always to the Board's approval of the course pursued.

THE question of separate universities for women was not raised at the recent Conference of Head Mistresses in London; but there can be no doubt that the

Separate Universities for Women.

Association disapproves the plan. There has never been any demand for such a place from women themselves; their demand has been for a share in the spiritual inheritance of learning conveyed and stored in the universities already existing, and continually renewed and increased by the labours of scholars and men of science. There is only one commonwealth of learning, and of it women seek to be full citizens. The variety and freedom of the university courses of study gives them what they individually need, and the separate hostel system in residential colleges gives them their own social life. Some head mistresses prefer the fuller coeducational system of the urban universities, as at University College, London, or in Birmingham and Manchester. Others prefer the life at Oxford and Cambridge, or at Westfield, Holloway, and Bedford Colleges. But no one wants an English Vassar, or even a Bryn Mawr. The problem of the secondary-school girl is quite different; the most ardent advocate of the separate school and the special curriculum for growing girls never asks for a separate university for the grown woman. There are real disadvantages even in the segregated technical college for training, and many head mistresses would wish to see these related more closely to a university. But there is an even more effective difficulty: women could not make a separate university. There are few outstanding women students, and many of the best of these are claimed by marriage and family life. Their power and work are often merged in that of their husbands or other relatives, and rightly so. If women have something of their own to give to the commonwealth of learning, they wish to add it to the general stock, not to develop it in isolation from men.

ON June 4, a meeting, consisting chiefly of past and present students, was held in London in support of the claim of the Imperial College of Science and

The Imperial College of Science and Technology.

Technology for power to confer degrees, and for university status. Judging from the speeches, and from the terms of the resolution adopted, the claim is based on the plea that it is a grave hindrance, as regards their future prospects, alike to oversea students and to students of the United Kingdom at the Imperial College, that they cannot obtain their own degree. It was maintained by most of the speakers that no kind of degree granted by London University will meet the demand now made, which is not for any form of London University degree, but for an Imperial College (or Imperial Technological University) degree, and that alone. The Imperial College already grants diplomas, but these, it is said, have not the market value of a degree. But the

idea of a university with faculties in science and technology only is new in this country, and it is not surprising to find much opposition to the proposal. As Mr. H. G. Wells, in supporting the claim of the college, pointed out, there is a widespread fear that the Imperial College culture may not be an all-round, broad-minded culture, and that, apart from technological acquirements, the students may become narrow-minded men. The college authorities would do well to address themselves to this aspect of the problem, and to indicate how, and to what extent if any, they propose to supplement the specialized instruction of their college, which has gained so deservedly high a reputation.

Other Considerations. THE claim of the Imperial College for degree-conferring power and university status is naturally resented by many supporters of the University of London and of its constituent colleges. It is suggested that the great medical schools of London, the London School of Economics, and the School of Oriental Studies might, with equal justice, claim similar powers; and the great body of past and present students of University College and of King's College could, it is maintained, make out convincing cases for their recognition as separate universities. It is one of the arguments of the Imperial College authorities that the population of London justifies the existence of more than one metropolitan university. Educationists are chiefly concerned to secure an adequate provision of higher education in London, which will meet the needs of every section of the community, provide suitable training for all branches of human activity, and attract students from all parts of the Empire. Every development in these directions in whatever faculty is to be encouraged, and it may be hoped that energy will be expended primarily on the improvement of higher education in London, and that none will be dissipated in urging individual claims to preferential treatment.

Supply of Teachers. THE issue by the Board of Education of Circular 1160 and List 170 furnishes the occasion, which we think it important to seize, of returning to the question of the supply of teachers. The Board calculate that an entry of 9,000 candidates yearly is required to meet normal wastage, but that the objects of the recent Education Act cannot be secured unless 6,000 additional candidates, making 15,000 in all, can be obtained annually during the next 15 years. The disquieting facts are that the total for all England in 1918-19 was only 5,274, of whom only 665 were boys! To put the matter otherwise, the number of candidates ought to be about 10 per cent. of the number of teachers to be employed, whereas in the counties (excluding London) the percentage in 1918-19 was 4.6; in the county boroughs, 3.3; and in London less than 2. Well may the Board say that the position with which they and the local education authorities are faced is very critical. "The present standard of efficiency in the public system of education is seriously threatened. The future to which the Education Act of 1918 looked forward is in grave peril." These are the words, not of a platform orator, but of a sober official document. The Board appeal to all local authorities to contribute to the utmost of their power to the solution of the problem of recruitment of teachers, "which is for the moment the most urgent and vital of all."

AS to the causes of the deficiency, we think the Director of Education for Liverpool is probably right when he places first and foremost the long and arduous apprenticeship—four years in a secondary school up to the seventeenth year of age, one year as student-teacher, and at least two years in a training college—so that the earliest age at which a young person can enter on the lowest rung of the scale of salaries for certificated teachers is twenty-one. The only way out of this difficulty that we can see is more liberal financial help, especially during the training college period, and this opinion is confirmed by the manner in which ex-service men, receiving special maintenance grants, have recently come forward as candidates for training. In this connexion, we must express our regret that the Southgate and District Teachers' Association (N.U.T.) should, in their recent letter to the *Schoolmaster*, have belittled and derided point by point everything that can be said in favour of teaching as a profession—improving salaries, short hours and long holidays (though we are sorry to see these items in the list of presumed attractions, because they ought to be largely illusory), security of tenure, adequate pensions, and all. It is all very well to compare a teacher's income with a dustman's, but it is plain that a great social change is proceeding, whereby unattractive work will have to be comparatively well paid, simply because it is unattractive. What professional man would change places with a dustman or a coal-miner, though the latter may be nearly as well paid as he?

Hostels for Teachers. THE Bradford Education Committee have been petitioned by their secondary-school teachers, who are experiencing difficulty in obtaining accommodation, to build a hostel for them. If the Committee agree to the proposal, and conditions in Bradford may render this imperative, it is to be hoped that such hostels may not be established generally. Teachers would, no doubt, be under compulsion to live in the hostel, which must be kept full, or run at a loss. That such an arrangement would suit the present staffs is proved by their petition; but teachers in the future, knowing nothing of housing scarcity, might well resent such compulsion, and, if they did, would only show their wisdom. The teacher is the last person to be insulated. His professional life is unreal; the atmosphere of the classroom artificial; the long hours of intercourse with immature minds deadening. To counteract this, the teacher, more than most, needs contact with all sorts and conditions of men. His work being, in many aspects, cramping, it would be deplorable if the conditions of his home life were narrowing too, and this they surely would be were he housed exclusively with persons exhausted at the same time and in the same way as himself—persons, moreover, with whom he had already spent his working day in the rarefied air of the school-house. Hostels for teachers might easily become new monasteries and nunneries, to the detriment of the teachers' personality and with peril to the most valuable part of their work.

Employers and Education. WHEN the employer becomes an educational pioneer he is liable to be misunderstood. It is often assumed, quite wrongly, that his interest is confined to "works schools," and even to that restricted type of works school—namely, the day continuation school—held in

connexion with a place of employment. The fallacy of the prevalent view was shown by the enthusiastic reception given by the Association for the Advancement of Education in Industry and Commerce to three addresses on "Adult Education." The meeting was a part of the recent conference referred to in another column, and it is noteworthy that the principal speakers included the founder of the Workers' Educational Association and the chairman of the Central Education Committee of the Co-operative Union. Even as regards continuation schools, those firms which have already launched schemes—some of them long before the 1918 Act—have adopted a variety of policies. Several have established schools entirely under their own control (with the necessary measure of inspection), but others have called in the local authority and entrusted that body with the administrative and educational control. In an intermediate type of school the responsibility—financial and otherwise—is so shared that it would be difficult to say who actually runs the school, but perhaps this scarcely matters, so long as the curriculum is sound and the students get the best education available. While continuation schools of all three types are being started at the present time, it is quite likely that the most marked increase in numbers will take place among the third class, *i.e.* those managed by the intimate co-operation of education authority and employer.

THE Middlesex Education Committee give proof of a real desire to understand the needs and views of teachers in their resolutions to establish Advisory Committees for Higher and Elementary Education, formed of members of the Education Committee and teachers in equal numbers, the teachers' representatives to be chosen by their associations.

**Middlesex Advisory
Committees
and Direct
Representation.**

Such joint committees are framed on the model of an industrial Whitley committee, and should afford a useful means of communication between the teachers and the education committee of the county. But why not go a step further, and place representatives of the teachers on the education committee itself? The committee have the power to co-opt such representatives, and the full knowledge that would be gained by their presence on the committee would save valuable time and tend strongly to increase efficiency and harmony. There is much to be said in favour of the opinion, now held by teachers generally, that they should have the statutory right to place on the education committee representatives chosen by university, technical, secondary, and primary teachers of the education area. Executive power rests with the local authority itself, so that there would be no infringement of the principle that no one employed by an authority should have a seat on that authority.

THE County Council employ labour, and finance the business of maintaining and making roads, and in several areas the renovation and decoration of school buildings is also undertaken by skilled workmen on the staff of the authority. In at least one County Borough the Education Committee have set up complete machinery for printing and binding, and supply all their schools with exercise books and other requisites of their own manufacture. There seems to be no substantial reason why authorities should not do these things if it can be con-

**Municipal
Trading.**

clusively proved that such enterprises are economical. The title of the municipality to control, and manage, larger services required by the community is unquestioned, and although, other things being equal, we should prefer the production of school requisites to be a matter of private rather than public initiative, it is the business of private firms to prove this title to preference. These reflections are suggested by what appears to have been a not very well informed agitation against the Stores Department of the Kent Education Committee. The Committee are accused of the desire to rob the Kentish tradesman of his modest profits. It is very unusual for an authority to purchase school requisites from local tradesmen, and their contracts are placed, as a rule, with large firms who specialize in the supply of the innumerable aids to efficiency required by teachers. This, so far as we can understand the merits of the controversy, is what the Kent Education Committee are proposing to do, their aim being to provide selected apparatus and material of the highest educational value at the lowest possible price, and incidentally to give rate-payers relief by the elimination of the profits hitherto made by middlemen and others. There seems to be no reason why this proposal should not be favoured by all the good citizens of Kent.

ROUTINE MASTERS AND THE SYSTEM OF ROUTINESHIP IN SECONDARY SCHOOLS.

By RANDALL WILLIAMS.

WE are fortunate in living in an age which recognizes that experiment is the *primum mobile* of true education. The valuable and interesting experiments which are brought to our notice from time to time have, as a rule, one common goal—the self-development of the pupil. It is, of course, true that these experiments have a resultant on the staff as well: the teacher and the taught benefit by any measure which aims primarily at extending the sphere of the pupil's rational self-expression.

The experiment which forms the subject-matter of this article concerns primarily the staff of a secondary school. The system of routine masters which it describes operates in the County School, Tottenham, where it was actualized a few years ago through the initiative and foresight of the head master. The rapid growth of the school, together with the head master's wish to afford certain members of the staff facilities for obtaining first-hand knowledge and experience of the internal government of a secondary school, resulted in the inauguration of a scheme which involves a much greater delegation of authority than that which obtains through the traditional appointment of a second or a senior master alone.

It must not be assumed that these two systems are mutually exclusive. There are obvious reasons why a school should have a senior master. In a school where the two systems are found, the senior master would deputize for the head master in the absence of the latter; he would also be chairman of any meetings of routine masters *inter se*, and would necessarily act as routine master in rotation. Routineship should not be made in any way prejudicial to his interests. He will act as routine master, but he will maintain the rights and privileges of his special position in the school.

There are, however, equally cogent reasons for a wider delegation of authority. On the staff of most secondary schools there are well qualified specialists who, finding in scholarship an adequate source of inspiration and satisfaction, are not at all anxious to occupy a position in which they would have to devote some of their time and energies to the work of organizing a school, in addition to the usual class-

room work. But there are others who, while giving much time to the acquisition of scholarship, cherish the hope that they will become eventually head masters or educational organizers. These men need something in addition to academic experience in a classroom. They require greater scope for exercising their innate powers of administration and organization. None is more acutely conscious of this need than they themselves, especially when they are applicants for a post which presupposes a practical knowledge of school routine. What details can the average assistant master supply to the following statement which often appears on the form of application for a head mastership?

"The candidate should here furnish any details calculated to enable a judgment to be formed of his fitness for the post."

This does not mean, "How many pupils have you taught successfully for matriculation or some higher examination?" but it means, among other things, "What practical experience have you already had of showing your individual initiative and powers of organization in the wider and more general aspect of school routine?"

It must be acknowledged that the ordinary assistant master is thus seriously handicapped in competing for a head mastership. Routineship offers a solution to this difficulty. Its keynote is decentralization of administration, and one of its salient features is that it removes the odium of autocracy. It prevents a school from becoming "a one man show" in that each routine master, as will be explained later, is afforded opportunities for the acquisition of valuable experience in testing his own initiative, and for suggesting schemes which he thinks may promote the efficiency of the school.

A brief exposition of the *modus operandi* is desirable. Let us consider (a) the nature of the work, (b) the choice of men, (c) the period during which a routine master should be in office.

It is impossible to furnish an exhaustive list of the various duties for which a routine master should be responsible; such duties depend on the type of organization which is found in the school concerned. However, the following are suggested as being essential in most schools. At a convenient time prior to his taking office, the routine master will allocate to the staff and prefects the various duties of the school in question; every school has certain specific duties which must be executed in order to ensure administrative efficiency. Lists of these duties, and of those responsible for their execution week by week, will be placed for purposes of reference in the head master's room, the staff common room, and in the prefects' room. The routine master must be prepared to supervise personally the way in which these duties are discharged. Until the head master arrives, the routine master will take charge of the school hall at all times of general assembly. Ordinary matters of school discipline will be referred to him, and he will attend any meetings of prefects convened to deal with any special cases which require a somewhat detailed discussion. The minutes of these meetings will be kept, and submitted periodically to the head master. During the absence of the head master and of the senior master, the routine master will be in charge of the school, and will interview any parents and visitors. (In co-educational schools this is liable to modification.) At the expiration of his period of office, the routine master will submit his report to the head master, and will indicate any matter requiring attention. The subject-matter of such a report will be *things*, and not *persons*. Let it be clearly understood that routineship is not a euphemism for a system of spying or of secret service. Reference will be made in the report to any weaknesses in the general organization, and, simultaneously, the line of possible improvement will be suggested. Any new ideas from the routine master should also be incorporated therein.

Inasmuch as this report will embody the results of the practical observation of the government of the school during a sufficiently extensive period, it will be particularly useful to the head master. Its subject-matter may necessitate a conference of the head master and of all the routine masters. Even if the report does not direct attention to any point of special urgency, the head master may find it expedient and helpful to convene

occasional meetings of routine masters. He may, too, submit questions for their consideration in his absence, in which case the senior master will occupy the chair, as has already been stated. Whatever the procedure may be, it is obvious that routine masters constitute a small committee of the staff capable of doing much useful legislative and administrative work. Questions can be discussed freely and solved expeditiously by such a small body of experienced men. A definite policy can be decided upon conjointly with the head master and will be submitted subsequently to the whole staff for execution. There will thus be a saving of time, general staff meetings will be few and short, and the policy laid down will not be the product of one mind, but will be the result of the deliberations of a few men experienced in the ordinary matters of school organization.

If it is successfully carried out, this system of routineship should benefit, first of all, the routine masters, inasmuch as they obtain thereby an insight into the work of a head master without the onus of final responsibility; secondly, the school, as a whole, in that the policy adopted embodies the work and vision of several minds working intensively and in concert; thirdly, the head master himself, who has thereby his own perspective enriched by the enthusiasm and initiative of men who are willing to assume responsibility.

It may be argued that the system makes somewhat heavy demands on the routine master during his teaching and marking periods. Where such a system is in operation, however, provision to meet this difficulty should be made by the head master when he draws up his time-table. A second objection may be raised: the routine master is not paid for such work. With regard to payment, it may be noted that many education authorities make provision for the remuneration of assistants who occupy posts of special responsibility. Routine masters do certainly fulfil this condition, and special remuneration is both justifiable and desirable.

The *sine qua non* of success of this scheme is the choice of suitable men as routine masters, since the scheme demands so much personal supervision, initiative, and tact. In a school of three hundred pupils, the head master ought to be able to find three or four men—probably, but not necessarily, among the so-called "house masters"—who will be willing to participate in a scheme which will be advantageous to them, to the whole school, and to the head master.

As regards the length of time during which the routine master should be in office, a month will be found to be the most suitable period. A week is too short, and a term is too long.

Routineship should foster a tactful manner in dealing with colleagues, self-confidence, self-reliance, a measured judgment and a willingness to resume responsibility.

There must necessarily remain a province in which the head master alone operates, but the routine masters, in the discharge of their duties and by means of their periodical conferences with the head master, obtain a real insight into the aims, organization, and administration of a large school.

In small schools, the work can be done effectively without such a system of delegation of administration; but routineship is strongly to be advocated in large schools where an extensive distribution of duties is inevitable. It is a system which should operate equally successfully in boys' schools, in girls' schools, and in co-educational schools.

MESSRS. CHARLES GRIFFIN & CO., LTD.—This well known publishing house celebrates its centenary this year. A hundred years ago the business was started in Glasgow by Mr. R. Griffin, but in the early forties of the last century it was moved to London, and from that date its history has been one of steady progress and growing importance. To-day the name of the firm is chiefly associated with the publication of standard works on applied science and technology, a line of development which was initiated, and has been consistently encouraged, by the present managing director, Mr. Francis J. Blight.

HEAD MISTRESSES IN CONFERENCE, 1920.

By EDITH M. BANCROFT, Chelmsford High School.

THE forty-sixth annual conference of the Association of Head Mistresses was held, on June 11 and 12, at the Streatham Hill High School, under the presidency of Miss Major, of King Edward's High School, Birmingham. Its opening words were those of warm and pleasant welcome to the assembled members from our hostess, Miss Oldham, who herself occupied the presidential chair last year at Birmingham, and in 1918 at the North London Collegiate School. The size of the audience, the quick and genuine interest with which the discussion was followed, the readiness to contribute to debate—all were signs of good omen. It is characteristic of the work of education that it rarely fails to inspire, in the minds of those engaged in its heavier labours, a readiness to meet the complexities of changing conditions with exhilaration and not dismay, and an ardour which shrinks from no mental fight in attempting to solve the problems which those changed conditions must bring.

The reports of the nine sub-committees appointed to deal with special departments of the work of the Association and those of its representatives on various educational councils, which were briefly taken, were indications of the energy with which educational problems have been handled throughout the year.

One of the most successful discussions was that on the important question of "homework," which was introduced by Miss Frood (of the Dudley High School) and Miss Fletcher (of the Bath High School). Many speakers joined in the debate, each with suggestions drawn from observation and experiment, and the discussion teemed with interest and practical utility. The evils too often attendant upon homework, set forth with succinct and convincing clearness by Miss Frood, were admitted by most of the speakers, but general opinion pointed to the conclusion that these evils arose not so much from a wrong principle as from its faulty application. All speakers agreed that the value of homework, rightly understood, consisted in its opportunity for the expression of the individual away from environment and class spirit, not in the manufacture of a daily tale of bricks. Conceived thus, if guarded from abuse, it should normally be done with willingness under the impulse of desire, not under the constraint of compulsion. Remedial suggestions were many and varied. Miss Frood emphasized the desirability of preparation hours in school, of less formal teaching in the class, and of co-operation between home and school. Miss Fletcher urged that the time and the kind of work should be carefully graded for individuals in the same class, that attention should be concentrated on one or, at most, two subjects per night, and that work given to younger girls should be concrete and creative in type.

Discussion on the importance of a knowledge of voice production and phonetics in the equipment of the teacher was introduced by Miss Gray, who delighted her audience by her combination of wise saws and witty instances. Miss Gray attributed defects of speech to one fundamental cause—mouth-breathing and failure to use the lips. She condemned the use of phonetics as laborious and artificial, straining after an undesirable uniformity of pronunciation, and producing a lifeless, mechanical utterance. Other speakers emphasized the need of training, the value of oral drill in connexion with musical sounds, and deprecated the use of written symbols.

The last item of the first day's session was an address by the President of the Board of Education. In greeting Mr. Fisher on behalf of the Conference, Miss Major referred to him as one to whom it had been given to translate high ideals into great realities. Her words were confirmed by the welcome which he received on rising to speak. It was a warm and spontaneous tribute from teachers of responsible position to a Minister whose enlightened policy has inaugurated a new and great era of educational reform. On the theme chosen for his address, Mr. Fisher spoke with deep conviction and feel-

ing, arousing a quickened sense of responsibility in the minds of those who heard him. After defining the three main objects for which the League had been created—the placing of obstacles in the way of war, the association for study of international problems, the execution of mandates—Mr. Fisher gave a most interesting account of the proceedings of a meeting of the Council entrusted already with a consideration of such problems as the mandate for Armenia, the constitution of the free city of Danzig, the relation of the League to the Turkish Treaty, and the question of Siberian prisoners. He uttered his faith that the League, intertwined as it is with the Peace Treaty itself, was destined to be no League of Dreams, but to play an important part in the international machinery of the world. Since, however, in itself it was a thing of spirit, and not machinery, the condition of its success must be the cultivation in our schools of a broad and humane outlook on life, and of a wide and hospitable spirit trained by an enlightened study of history to realize the part which other countries have played in the past story of civilization. Thus should we build up the spirit of a nation which does not lightly go into war nor lightly tolerate inordinate ambitions of others.

Resolutions of the highest importance received detailed consideration on the second day of conference. The first contained a proposal to extend the membership of the Association beyond the circle of head mistresses of public secondary schools to those of continuation schools established or controlled by local education authorities. The general feeling of the Conference was undoubtedly one of strong sympathy with the spirit of the resolution; to its principle no opposition was raised. Some, however, saw wisdom in delaying action which might seem premature until experience had brought greater knowledge of the conditions of continuation-school work. A large body of members were urgent in their desire to extend the hand of fellowship without delay in these earlier and critical days of this pioneer work. The number, however, fell below three-quarters of the total number, the majority required in the case of constitutional change. Action, therefore, was postponed for a time.

Two resolutions of vital importance arose out of the report of the Education Sub-Committee, and were proposed by its chairman, Miss Oldham, and seconded by Miss Brock (Mary Datchelor School). These resolutions, the text of which is appended below, urged modification in the State Regulations for the first school examination, and for advanced courses. Miss Oldham, while acknowledging the progressive policy of the Board of Education in relation to examinations, pleaded for a greater freedom of choice for the individual. The present regulations, by weighting the scales in the case of certain subjects, ignored the difference of individual tastes and abilities, a difference not to be regretted, but to be encouraged. The inferior place given to music and art was a thing indeed to be deplored, seeing that a gift most sorely and widely needed in the world to-day is the gift of beauty, which makes life gentle and humane. She pleaded for recognition of the fact that the characteristic genius of our race has lain in the power of adapting system to individual cases. Miss Oldham was supported by an able and persuasive speech from Miss Brock, who showed that the study of music and of art, when worthily planned, far from being soft options or mere accomplishments, became gateways to intellectual development. Miss Lowe pleaded for freedom within the circle of the school—a circle already bounded by sufficient limitations of its own. These two resolutions, which received a practically unanimous support, were followed by a series of resolutions, also appended below, consisting of practical applications of the principles just asserted. This series arose out of the Examination Sub-Committee report, and were proposed by its chairman, Miss Gwatkin, and seconded by Miss Brock.

A short discussion was devoted to the question of the financial situation of non-maintained secondary schools, and, once again, the Conference gave an almost unanimous support to resolutions printed below, urging that, while retaining their present distinctive character, such schools should be adequately aided by the local authorities.

The limits of space compel me to pass over with a brief mention other interesting portions of our Conference—Dr. Mary Bell's lucid exposition of the light cast on problems of education by the knowledge of mental states obtained through the investigation of psychical analysis, and the interesting discussion upon "Democracy and Education" introduced by Miss Faithful, of Cheltenham Ladies' College.

The Conference closed with a reception kindly given by the Chairman of the London County Council at the beautiful building of the Furzedown Training College, where a charming programme of eurhythmic movements, of dance, song, and of drill, was given by classes of college students and of pupils from elementary and secondary schools.

RESOLUTIONS.

State Action with regard to Education.

The Association of Head Mistresses have always maintained the principle that the true function of education is to discover the tastes and develop the capacity and character of the individual pupil. The Conference therefore urges upon the Board of Education:—

(a) That, in order to secure a considerable measure of liberty at a stage which is the time of decision for most girls and the end of school life for many, there should be greater freedom in the choice of subjects in the First Examination. The head mistresses recognize the unique importance of English in the educational system of this country and desire that *Group I should be obligatory for all candidates*; they consider, however, that *the remaining four subjects of the five necessary for a pass should be chosen freely*, provided that at least two of the remaining three groups are represented.

(b) That, in order to secure complete liberty during the last two years of school life, when corporate activities and responsibilities play so large a part, and it is of paramount importance to adapt the course of study to the tastes and capacities of individuals, the restrictions imposed by the conditions on which the Advanced Course grants are made should be removed and head mistresses should be entrusted with the duty of arranging, subject to the approval of the Board of Education, the work of the sixth forms.

Resolutions arising out of the Examinations Sub-Committee's Report—

(a) That for a pass in a group in the First School Examination a pass in one subject should be sufficient.

(b) That in all examinations qualifying for entrance to a university, or to any faculty in a university, wherever Latin is declared compulsory, the words "or Greek" should be inserted.

(c) That every university should be asked to accept for entrance not only, as at present, a certificate awarded on the First School Examination of any examining body recognized by the Board of Education, which satisfies certain conditions with regard to compulsory subjects, or credit in a required number of subjects; but also any certificate awarded on the First Examination, without conditions, provided that it is supplemented by any certificate awarded on the Second or Higher Examination.

(d) That in all Second School Examinations recognized by the Board of Education it should be possible to take music either as a main subject or as a subsidiary subject.

(e) That in all Second School Examinations recognized by the Board of Education it should be possible to take art as a main subject or as a subsidiary subject.

(f) That examinations in English, especially the Higher Examinations, should be so modified as to allow far more scope for thoughtful answers, and that in order to ensure this: (i) there should be more definite insistence on the quality rather than on the quantity of the work; (ii) in at least one paper, candidates should be allowed to use unannotated textbooks in the examination room for purposes of reference.

That the Conference be invited to express recognition of the value in the national system of education of the work done in non-maintained secondary schools, and to instruct the Executive Committee to prepare a statement on the subject to be forwarded to the Board of Education, to be supported, if thought desirable, by a deputation.

That the Conference be asked to affirm the following resolution, carried by the Conference in 1915, viz.:—"That this Conference, being convinced that the sound education of children under ten years of age is of vital importance to their further progress, regrets that many children attending neither public elementary nor secondary schools receive no efficient education in early years; and recommends that preparatory departments be attached to secondary schools wherever this is possible, and that pupils in

such preparatory departments be eligible for grants from the Board of Education."

That Local Education Authorities in their reconstruction schemes should assign adequate financial aid to such non-maintained secondary schools in their area as require it, without seeking to alter their distinctive character.

PERSONAL PARAGRAPHS.

EDUCATION is represented in the "Prime Minister's List" of honours on the occasion of the King's Birthday by—

H. T. Barrie, M.P., D.L., Vice-President, Irish Department of Agriculture, who becomes an Irish Privy Councillor.

C.B.: Mr. H. M. Richards, Chief Inspector of Elementary Schools, Board of Education.

Knights: Dr. H. P. Allen, Director of the Royal College of Music; Mr. W. B. M. Bird, founder of the Salter's Institute of Industrial Chemistry for providing scholarships for post-graduate chemical research; Dr. J. B. Henderson, Professor of Applied Mechanics, Royal Naval College, Greenwich.

Imperial Service Order: Mr. R. B. Newton, assistant, Department of Geology, British Museum; Dr. W. E. Clark, Keeper of Natural History Department, Royal Scottish Museum, Scottish Education Department; Mr. R. Duncan, Staff Officer, Veterinary Branch, Department of Agriculture and Technical Instruction, Ireland.

THE appointment of Dr. Henson, Bishop of Hereford, to the see of Durham, vacated by the death of Dr. Moule, will not come as a surprise, for he already possesses an intimate knowledge of the county, obtained when he was Dean of Durham, from 1912 to 1918. During this period he interested himself keenly in social and Labour matters, and gained the high esteem of the miners of the county. Prior to going to Durham he was a leading figure in London for many years as a Canon of Westminster Abbey and Rector of St. Margaret's. Dr. Henson has contributed extensively to ecclesiastical literature, and his works have deeply influenced contemporary theological thought.

THE RIGHT REV. MARTIN LINTON SMITH, D.D., Bishop Suffragan of Warrington, who succeeds Dr. Henson as Bishop of Hereford, won the D.S.O. while serving as a Chaplain to the Forces during the war. He was ordained in 1893, and held curacies at Whitechapel, Aston, and Southwold, before he was presented to the living of St. Nicholas, Colchester, in 1902. In the following year he went to Liverpool as vicar of St. Saviour's, and in 1906 became vicar of St. Nicholas, Blundellsands. In 1917 he was appointed Rector of Winwick, Warrington, and was consecrated bishop when Warrington was added to the list of towns available as sees for Suffragans.

COLONEL H. G. LYONS, F.R.S., who has been appointed Director and Secretary to the Science Museum, in succession to Sir Francis Ogilvie, C.B., now transferred to the Department of Scientific and Industrial Research, is an old Royal Engineer officer. He was Director-General of the Egyptian Geological Survey for two years, and of the Egyptian Survey Department from 1898 till 1909. During the war he served as Commandant of the Army Meteorological Service and as Director of the Meteorological Office when the services of Sir Napier Shaw were requisitioned by the Government as scientific adviser in meteorology.

THE enthronement of Dr. Edwards, Bishop of St. Asaph, as Archbishop of Wales is an event of great historical interest. There has been no recognized Archbishop of Wales for fifteen centuries, and now the four Welsh dioceses are detached from Canterbury and constitute an ecclesiastical province of Wales, enjoying absolute independence. Dr. Edwards has been a prominent figure in Welsh public life

and a champion of the Anglican Church for many years, and his preferment has been warmly welcomed by the Non-conformist denominations in the Principality.

* * *

ON the advice of the Minister of Education, the King has made the following appointments—for the next six years—to the Consultative Committee of the Board of Education:—Mr. P. W. H. Abbott, Mr. J. G. Adami, Mr. S. O. Andrew, Mr. E. Barker, Miss E. R. Conway, Rev. D. H. S. Cranage, Lord Gorell, Mr. I. H. Gwynne, Sir W. H. Hadow, Miss F. Hawtrey, Mr. P. R. Jackson, Sir S. M. Leathes, Mr. A. J. Mundella, Miss B. S. Philpotts, Mr. R. H. Pickard, Mr. F. Roscoe, Mr. R. P. Scott, Miss E. M. Tanner, Mr. R. H. Tawney, Mr. W. W. Vaughan, and Mr. J. A. White. The Committee was established in 1907, but its sittings were suspended during the war, and the former members have vacated their office either by effluxion of time or otherwise.

* * *

THE Council of St. George's School for Girls have appointed Miss Ruth W. Freer, Honour School of Modern History (University of Oxford), Diploma in Pedagogy (University of London), as head mistress in succession to Miss Elizabeth Stevenson, who has resigned to take up an inspectorship under the London County Council. Miss Freer will enter upon her duties at the beginning of the winter session.

* * *

MISS M. W. MATTHEW, senior classical and English mistress at Worthing High School, and formerly second mistress at Stamford High School, has been appointed head mistress of Castletown High School, Isle of Man, in succession to Miss Hall.

* * *

MISS E. M. TALBOT has been appointed principal of Cherwell Hall Secondary Training College for Women, Oxford. Since 1919, Miss Talbot, who took the Final Honours School of Natural Science, Oxford, Class I, and the Oxford Diploma in Theory and Practice of Education with distinction, has been tutor to the women students under the Delegacy for the Training of Teachers in the University of Oxford.

* * *

VISCOUNT BURNHAM has rendered valuable services in helping to solve the problems of the resettlement of demobilized officers and soldiers and as Chairman of the Standing Joint Committee on Salaries. Scholastic circles will warmly appreciate the happy compliment paid to him by the members of the "Burnham Committee"—so called—in presenting to him the robes of Doctor of Laws at Cambridge University, the honorary degree conferred on him on June 15.

* * *

DR. W. LUDFORD FREEMAN, director of education, Stoke-on-Trent, who has been appointed director of education for Bristol, has rendered valuable service to education in many capacities. He received his early education in Bristol, and was trained at Cheltenham Training College. He graduated M.A., with honours in natural science, from St. Edmund's Hall, Oxford, and M.A., LL.D. at Trinity College, Dublin. After some three years as an assistant master in North London, he became head master of an elementary school at Oxford, and lecturer at P.-T. classes. He later accepted appointment as secretary and inspector under the Leeds Church Day School Association, resigning after two years to take up an Inspectorship of Schools under the Leeds Education Authority, a position which he occupied for six years. He then became secretary of education for Hornsey, and in 1911 was appointed first director of education for the six Pottery Towns, Stoke-on-Trent. Dr. Freeman has also acted as Deputy Director of Training for ex-service men.

* * *

DR. ARTHUR SOMERVELL has been appointed to the new post of Principal Inspector of Music under the Board of Education. By arrangement with the Scottish Education Department, he will devote part of his time to the work of that department.

THE King of the Belgians has conferred on Mr. J. Turrall, head master of the Blackpool School, the Order of the Crown with Palmes en Or, in recognition of the work done by the school for refugee pupils admitted from similar schools in Belgium.

* * *

BRIGADIER-GENERAL E. M. PAUL, who is to succeed Mr. T. E. Schum-Tuckett as Bursar of Marlborough College, is an old Marlburian. He has served for thirty-four years in the army in India, Gibraltar, Ceylon, and Egypt, and during the war was awarded the C.B. in 1915 for service in Gallipoli and the C.B.E. for merit in Egypt and Palestine, where he acted as engineer-in-chief to Lord Allenby. General Paul is a linguist and a capable lecturer, and since the war he has been Deputy Director of Fortifications and Works at the War Office.

* * *

To the growing list of assistant masters privileged to work upon education committees has been added the name of Mr. N. G. B. James, house master at Mill Hill School, who has been co-opted a member of the Hendon Education Committee. Mr. James has been a prominent worker in public educational matters for many years, and his experience will be of considerable value to the Education Committee.

* * *

MR. G. A. MILLWARD, head master of the Monoux School, Walthamstow, has been appointed head master of the new secondary school for boys which is to be established at Southport next September. It is intended that the school shall be conducted, so far as possible, after the manner of a public school for day boys, and the buildings, which are in progress of erection on a site of fifteen acres on the sea front, have been specially designed for this purpose. Mr. Millward is an old pupil of Nottingham High School and a scholar of Queens' College, Cambridge. He was fourteenth wrangler in 1905, and took a third class in Mech. Sci. Tripos in 1906. Formerly an assistant master at University College School, he has been head master of the Monoux School since 1916.

* * *

MISS MARGARET A. GILLILAND, who died on May 17 last, was for sixteen years the head mistress of the Haberdashers' Aske's Girls' School at Acton. Her academic achievements were brilliant. She was a Fellow of University College, the first woman to be upon its Committee, and a member of the Royal Commission to inquire into the teaching of modern languages. But, for those who knew her as a colleague and a friend, the memory of Miss Gilliland is fragrant by reason of her winsome manner and the way she had with her, rather than for any qualities of mind and brain, however potent. Her ability received almost immediate recognition, for, after only two years as assistant mistress on the staff of Clapham High School, Miss Gilliland went to Acton, and brought to her task an unflinching charm and tact, a sense of humour, and a fervent belief in the dignity and honour of her profession. She worked unceasingly to ensure that, as far as in her lay, the school life of every child under her care should be happy. Miss Gilliland knew each individual child, was the personal friend and confidante of the majority, and her capacity for remembering the details of each one's home life and interests was almost unlimited. But Miss Gilliland was far more than a charming personality; she was a driving force. Her educational aims were high; it was her endeavour to train her girls to take their place as active intelligent citizens of no mean city, though, as the result of her organizing ability, her school was so run that she also obtained a high standard of scholarship. No attempt to portray Miss Gilliland would be honest which failed to mention her steadfast, almost child-like Christian faith, which revealed itself not in words, but in every action of her daily life. She died as she had lived, facing a long illness and its inevitable conclusion, with unflinching courage and a cheerfulness which nothing could daunt.

* * *

THE REV. P. H. KEMPTHORNE, whose death is reported,

(Continued on page 450.)

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* * *

DR. H. F. MORLAND SIMPSON, rector of Aberdeen Grammar School, who died on May 15, was a native of Newcastle-on-Tyne. He was educated at Oundle and Pembroke College, Cambridge, and gained a first class in the Classical Tripos. After ten years' experience as an assistant at Fettes he was appointed to Aberdeen in 1893. Under his guidance the social and physical sides of the school have been greatly developed, the high tradition of scholarship being fully maintained, and in recognition of his services to education the University of Aberdeen, in 1911, conferred upon him the hon. degree of LL.D.

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TOPICS AND EVENTS.

EDUCATION AT THE BRITISH ASSOCIATION.—The Education Section of the British Association will meet at Cardiff from August 24 to 28, under the presidency of Sir Robert Blair. Many of the papers to be read will deal with separate aspects of a system of national education, and the President intends to open the way for discussion on a broad basis, taking a wider view even than that comprehended in the Education Act of 1918. Following the President's address, the report of the committee upon "Training in Citizenship" will be presented and discussed. Bishop Welldon, the chairman of the committee, has promised to open the discussion, and other speakers will be Lady Shaw and, it is hoped, General Sir Robert Baden-Powell. An animated discussion is expected upon the supply of teachers, the subject being opened by Mr. Spurley Hey (of Manchester). "The Relation of Schools to Life" is another subject of discussion, Mr. Linecar, Mr. McTavish (Secretary to the W.E.A.), and Mr. Bray (Head of the Welfare Department of the Ministry of Labour) being the invited speakers. This will be followed by a paper by Prof. J. L. Myers (of Oxford), upon "The Place of Geography in a Reformed Classical Education," and Dr. Naesar (of the Anglo-Danish Students' Bureau) will give an account of the Scandinavian proposals for encouraging international post-graduate education. The Education Section and the Psychological Subsection will meet in joint session to consider various aspects of the theory of education, the chief speakers being Prof. Percy Nunn, Dr. Simon (the designer of the "Binet-Simon system of measuring intelligence"), and Dr. C. W. Kimmins. The Rt. Hon. H. A. L. Fisher (President of the Board of Education), Mr. Frank Fletcher (Head Master of Charterhouse), Miss H. M. Wodehouse (of Bristol), and Principal Garnett (of Manchester) will deal respectively with the universities, the public schools, the training colleges, and higher technical schools in a national system of education. Correspondence relating to the work of the Education Section should be addressed to the Recorder, Mr. Douglas Berridge, 1 College Grounds, Malvern.

EDUCATION IN INDUSTRY AND COMMERCE.—On June 2 to 4, the Association for the Advancement of Education in Industry and Commerce held its annual conference in Liverpool and Port Sunlight. Discussion ranged over a wide field: adult education, education for commerce, and the work of day continuation schools. Sir Woodman Burbidge assumed the presidency in succession to Lord Leverhulme, who took the chair at the opening meeting. Following the presidential address, and after the Vice-Chancellor of the University had welcomed the Association, Mr. P. A. Best spoke on a novel and attractive subject, "The Educational Value of a Business to its Personnel and to the Community." Prof. J. Montgomery, Principal of Liverpool School of Commerce, introduced the question of education for commerce, and a paper by Miss G. A. Burlton followed. Exceptional interest was aroused by the addresses of Mr. Albert Mansbridge, Mr. W. R. Rae, and Mr. A. Rowland Entwistle on adult education, from different points

(Continued on page 452.)

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of view. The Staff Training College, Port Sunlight, contributed three short but valuable papers on continuation school work. A visit to Messrs. Johnson Brothers' Dye Works and a long day at Port Sunlight factory and village varied the programme. At the business session Sir Jesse Boot was elected vice-president. Principal H. Schofield (Technical College and Instructional Factory, Loughborough) became chairman of the Executive Committee (in succession to Mr. J. Knox), and Miss G. A. Burlton (Selfridge & Co.) vice-chairman. The treasurer and secretary were re-appointed (Mr. T. S. Ratcliffe, Nottingham, and Mr. R. W. Ferguson, Bournville), while Mr. I. W. Thomas (Harrods, Ltd.) undertook to edit the *Proceedings*. An autumn conference will probably be held in London, and next year's annual meeting in Nottingham, by invitation of the new vice-president.

DALCROZE SUMMER SCHOOL.—The London School of Dalcroze Eurhythmics will hold a summer vacation course for adults at Oxford from August 16 to August 28. It will be under the direction of Miss Ethel Driver, assisted by a staff of teachers trained in the Dalcroze Method. The course will consist of daily lessons in rhythmic movement. Students will be graded in classes as much as possible according to capability. The opening address, on "The Fear of Ideas," will be given on August 16, at 5.30 p.m., by Mr. Frank Roscoe.

SWANLEY HORTICULTURAL COLLEGE.—A meeting was held early in June in London to establish on a national basis the training of women as skilled scientific cultivators. During the war, Swanley Horticultural College did excellent work in increasing every kind of home-grown food, as well as in the preservation of food, and in recognition of this work the Ministry of Agriculture is allotting a Treasury grant of £10,000 for the re-equipment and further development of the college, on condition that the general public contributes an equal sum. Never has the need for remunerative and healthy employment for educated women been greater than to-day, and newly erected and equipped lecture rooms and laboratories at Swanley would assist greatly the means to meet the demand for women workers in agriculture and horticulture. The plans for the new science buildings at Swanley are now ready, and the site is selected; all that remains is for the public to provide the

£10,000 required to secure the Treasury grant, so that the work may be completed. Donations may be sent to Messrs. Child & Co., 1 Fleet Street, London, E.C.4.

REGULATIONS FOR THE TRAINING OF TEACHERS.—The issue in draft (surely long delayed) of these Regulations for 1920 contains some noteworthy changes. A new chapter recognizes courses of training for teachers in continuation schools, to be given in university training departments, or, with special approval, in other training colleges, and to extend, as a rule, over at least a full academic year. A new clause provides temporary increases of grant for needy colleges and hostels—an unsatisfactory hand-to-mouth kind of provision, since it must be awkward to embark upon permanent expenditure on the strength of temporary income. Students in residential training colleges may now take the four years' course, if their degree studies are taken at a neighbouring university college, so that they may get the university atmosphere. The course of professional study followed by four-year students is modified, so that the course may prepare more definitely for secondary-school work—a change long looked for by the university training departments. The two-year course of study is modified, so as to make a considerable amount of specialization possible: a definite departure from the bad tradition that every certificated teacher should be prepared to teach every subject in the curriculum. The clauses relating to building grants are omitted, as the matter is still under consideration, and will be dealt with in separate Regulations.

LIBRARY TALKS TO CHILDREN.—With the object of awakening an interest in the books provided for use in the public libraries of Bristol, a series of half-hour talks to school children are given at the Central Library. A special section of the Reference Library has been set aside for the purposes of this new development. The talks are given weekly, and, for the present, 150 pupils attend each week, and all of them are from central or secondary schools. An inspection of a department or section of the library and its contents precedes each talk. Special lists of books contained in the various libraries on the topics dealt with in the talks have been prepared, and a selection of the books is exhibited in the room during the

(Continued on page 454.)

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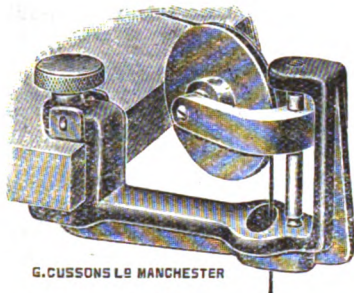
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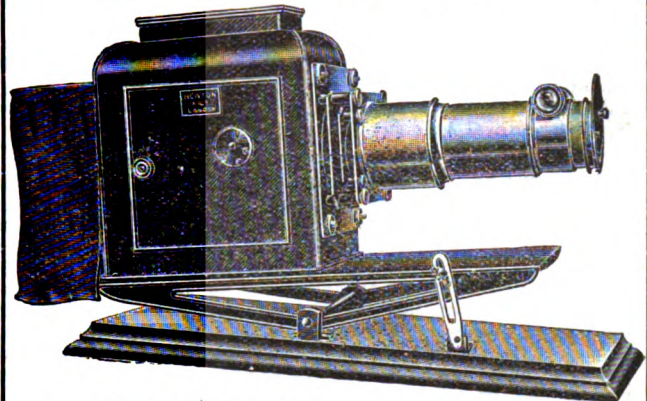
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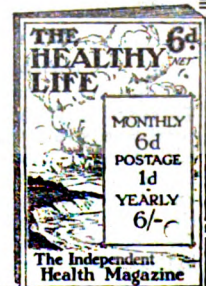
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address. Among the subjects chosen for consideration already are: "Books and How to Use Them," "Trains of Reading," "Introduction to the Literature of Bristol History," "Schools of Other Days," "Classics in Translation," and "The Story of London." This very interesting experiment was well worth arranging, and its results will be watched with much interest.

ROYAL ACADEMY OF MUSIC.—The competition for a number of scholarships will take place at the Royal Academy of Music on or about September 16 next. Among the scholarships are the Maud Mary Gooch Scholarship for organ playing, the Elizabeth Stokes Scholarships for pianists, the John Thomas (Welsh) Scholarship for vocalists and instrumentalists, the John Stokes Open Scholarship for baritone vocalists, the Campbell Clarke Scholarship for female vocalists (mezzo-soprano voices only being eligible), and the Ada Lewis Scholarships. Entry forms may be obtained from the Secretary, Royal Academy of Music, Marylebone Road, N.W.1.

TRINITY COLLEGE, OXFORD.—An examination will commence on December 7 next for the purpose of filling up four open scholarships of the annual value of £80, inclusive of all privileges and allowances. Candidates for these must not be more than nineteen years of age on December 14. Two Open Exhibitions, with the title of Minor Scholarships, and of the annual value of £70, will also be awarded on this examination. There is no limit of age for these. The examination will be held in common with University, Oriel, New, Brasenose, Corpus Christi, and Wadham Colleges, and Christ Church. In awarding one at least of the scholarships or minor scholarships, special importance will be attached to proficiency in modern history. For this purpose, two special papers will be set on English and European History, strictly as alternatives to the Greek and Latin Verse papers. Every scholarship is tenable in the first instance for two years, and will, as a rule, be prolonged for two years more if the President and Fellows are fully satisfied with the industry and good conduct of the scholar.

PRIMARY SCHOOL NOTES.

The Summer School Courses.

THE arrangements for the organization of Vacation Courses during the present summer indicate a great forward movement in the development of what may be regarded as the research work of the teaching profession. Facilities are offered for the study and discussion of practically all subjects which possess interest to students and teachers; and, generally speaking, the centres are fixed in localities where some relief from the stress of study may be obtained by means of outdoor excursions. In addition to courses available at the universities and training colleges, others are organized at Oxford, Eastbourne, Aberystwyth, Scarborough, Ilkley, Southport, and St. Annes. The number of applications for the courses is surprisingly high, and out of all proportion to the available accommodation; and, owing to the keenness of the students in their work, there is some danger that they may return to school duties lacking the physical freshness bestowed by a real holiday. The courses for rural teachers at Oxford include history, geography, and English. The English course will include lectures and tutorial work, and there will be special lectures each afternoon or evening by such authorities as Prof. Gilbert Murray, Mr. G. K. Chesterton, Dr. Bradley, Mr. John Masefield, and Mr. Thomas Seccombe. In addition, there will be combined meetings for all sections, and it is hoped that Mr. H. A. L. Fisher will address the final gathering. The geography and history courses, which will include outdoor work, are similar in scope, and, as the students will have the advantage of a preliminary course of reading, the ultimate benefit to their professional work promises to be substantial.

* * * * *

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(Continued on page 456.)

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nursery schools, and a call for a free primary and secondary school system, were also advocated by the conference. Other resolutions approved by the Federation included a claim that the Federation should be represented on conferences and committees set up in the interests of education, equal pay for men and women teachers, the removal of disabilities connected with the appointment of married women teachers, and a call for a minimum pension of £2 per week for retiring teachers. Miss Hewitt, of East Ham, was elected president, in succession to Miss Dawson.

The National Association of Schoolmasters.

REPORTS from all quarters show that the new association for men teachers is increasing its membership largely. Branches are being established even in county areas where men teachers are in a great minority, and it is significant that the ex-service teachers are particularly enthusiastic as organizers. There appears to be a general feeling of soreness among them that the question of equal pay for men and women teachers should have been forced to an issue at a time when they were absent in the field. One result has been the preparation of independent salary and bonus claims for presentation to local education authorities in various places, and a strong campaign is being quietly carried on against the small margin of difference which at present exists between the salaries of men and women teachers. It is pointed out that the lack of men recruits to the profession is a direct result of the inadequate salaries now obtaining. And, since the whole-hearted co-operation of men teachers is essential for such recruitment, it is clear that education committees will soon have the opportunity of viewing the position from a new standpoint.

The Conference of Head Teachers.

AN unusual feature of the annual conference of the National Association of Head Teachers held at York was the charge made by the local inspector of the Board of Education, in welcoming the representatives, that they had deliberately kept young people from entering the profession. The incoming president, Mr. Farthing (of London), discussed the suggestions made by Mr. Fisher in relation to religious instruction in schools and the possibility of unifying the existing system. While opposing the right of entry to Council schools, Mr. Farthing expressed the feeling that the proposals might be accepted with advantage to the scheme of national education and without any sacrifice of principle by either side in the discussion. The conference expressed its approval of a scheme of primary schools, with sections for secondary education for pupils between the ages of eight and fifteen years; and the establishment of works schools was opposed as being lacking in the essentials of a sound general education owing to their subordination to utilitarian ideals and workshop practice. It was agreed that the conditions of service and salaries in day continuation schools should be similar to those of secondary schools, and that there should be free movement of teachers from one type of school to another. A notable feature of the report of the Council is its strong protest against the non-representation of the Association on the Burnham Committee, and its expression of regret at the inadequate concessions made in the salary scales to the work and status of head teachers. In discussing the training of teachers, the Conference recommended the abolition of the student-teacher year, the linking up of all training colleges with the universities, the extension of the training-college courses to a minimum period of three years, with the condition that the final year should be spent in practical training at suitable schools connected with the college curricula. Mr. Dogherty, of Newcastle, was elected vice-president and Mr. Jackson, of Nottingham, takes the place of Mr. Dogherty as secretary.

National Union of Teachers.

THE growing activity of the National Union of Teachers is illustrated by its well defined movement in the direction of unifying all the sectional activities directly connected with its particular sphere of professional organization; and also in its co-operation with other associations engaged in various departments of social welfare. In addition to its committees which deal with the particular interests of teachers in continuation and other schools, there is an advisory committee for teachers in rural schools, one for uncertificated teachers, and a third for Poor Law teachers. The Examinations Board conducted tests for 10,931 candidates during the spring term, while 129 cases were recently dealt with by the Law Committee. At the present time practically every member of the Executive is serving, on behalf of the Union, upon one or more outside bodies interested in various forms of related work. There is reason to believe that the growing call for teachers as members of committees is due, in part, to their practical experience in methods of organization.

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THE PROVISION OF CONTINUATION SCHOOL EDUCATION.

By C. WILLIAMS.

I.

SIR MICHAEL E. SADLER predicted, a good many years ago, that some form of compulsion to attend day or evening continuation classes would be found desirable, not so much in the interests of picked individuals as in that of the rank and file. He said: "It will be best introduced by slow instalments on a principle of local option. Those cities or districts which find local opinion ripe for the change should be empowered by law to make attendance compulsory at continuation schools within such limits as may seem to be expedient." After discussing different methods of organization, he wisely concluded by saying: "The educational success of any of these plans will depend upon reforms being made in the adverse conditions under which teachers and pupils in the elementary day schools have now, too often, to do their work. The root of the matter lies in the reform of the elementary school."

The Order recently made by the Board of Education, appointing May 1 for the operation of Sections 11 and 16 of the Act of 1918, provides the machinery for the enforcement of attendance at continuation schools, and for the punishment of those who illegally employ children and young persons. But these sections will remain inoperative until, in any particular administrative area, a day is appointed for the adoption of Section 10, under which all young persons of fourteen years of age are compelled to continue their education.

Mr. Fisher has expressed the hope that the section may be brought into operation in the autumn of 1921. Meanwhile, Local Education Authorities are considering ways and means and a limited number of experimental schools have been established.

The Kent Education Committee, after conference with

representatives of numerous education authorities, have adopted a series of interesting recommendations. It is proposed that the system of day continuation schools, on a compulsory basis, shall be introduced gradually throughout the county as buildings and teachers become available—the urban areas being dealt with first and the rural areas subsequently. Every endeavour shall be made, it is stated, to open schools in the course of 1921. It is understood that the London County Authority, where there are 70,000 young persons, favour January 1, 1921, as the day to be appointed, and are taking steps to secure the services of qualified principals for about twenty schools. The Kent Committee have decided to ask the Board of Education to fix an appointed day in respect of the young persons residing in their area, who work in London, which shall be the same as the appointed day for young persons living in London.

In Warwickshire schools have been started at Stratford-on-Avon and Rugby, and also at Kineton, a village in an agricultural district. The students, it is said, "have, of course, joined the classes voluntarily, but it is confidently believed that the tone and spirit already secured will be maintained when the boys and girls come in who have to attend compulsorily."

No official information is as yet available regarding the number of continuation schools organized by various authorities throughout the country on a voluntary basis. In many of the large towns, no doubt, more particularly in connexion with some particular industry, useful beginnings have been made. But it may be taken for granted that the isolated and tentative efforts made by different authorities are, in relation to the general question, a negligible quantity.

In the county of Northumberland it is estimated that there are about 16,000 children between the ages of fourteen and sixteen, 13,000 in the urban, and 3,000 in the rural districts. The Committee are doubtful whether the institutions should be organized to continue the curriculum of the elementary school and also whether any attempt should be made (except incidentally or under the special circumstances of certain districts) to render the training they are to afford vocational. It is suggested that—just as girls, whatever their occupations and interests may be, must be potentially home-makers and mothers—the boy, whatever his employment or aptitude, will, in due course, become the citizen. The continuation school, therefore, broadly considered, will probably serve the best purpose if its aim is primarily to influence conduct and develop character. To provide and equip the buildings required for the urban districts, an expenditure of at least £250,000 will be required and an annual charge of £100,000 for the purpose of maintenance. In regard to the rural districts, owing to geographical conditions, it would be impracticable for pupils to travel in sufficient numbers to justify the establishment of special centres. It is recommended, therefore, that facilities should be offered, by means of supplementary classes, at existing elementary schools. Three "experimental" schools are in progress in Northumberland: one in connexion with a shipyard, one at a steel works, and the third at a colliery. For the special purposes for which they have been established they appear to be entirely satisfactory, but cannot be regarded as affording any information likely to be of much value for general purposes.

II.

The President of the Board of Education believes that the development of continuation classes for adolescents is one of the most important educational reforms ever put before the country. It is, but success or failure will depend partly upon the condition of the material with which the schools are called upon to deal ("the root of the matter lies in the reform of the elementary school") and largely upon the sufficiency or otherwise of the machinery available for dealing with it. The machinery cannot be provided "on the cheap." It would be inexpedient, as many authorities recognize, to embark upon a large expenditure for new buildings before experience shows precisely what is required, but suitable accommodation of some sort must be secured. There must be also an adequate

supply of well qualified teachers and supervisors. Sir Michael E. Sadler, as noted above, favoured the introduction of the system by slow instalments. It was wise counsel. The success of day continuation classes organized by benevolent employers in connexion with particular industries or similar enterprises arranged by authorities experimentally for selected students, is an indication of possibilities. But there is a wide difference between the task of dealing with the willing few and persuading or coercing the reluctant many.

After the appointed day, in any area, something must be done for every young person who reaches fourteen years of age and whose education is not otherwise continued. The difficulties, if not insuperable, will be formidable. It is not the development of an existing institution, a new member grafted upon an established growth. Had this been the case, the appointed day might have been anticipated with less misgiving. If, for instance, a beginning had been made with supplementary classes in connexion with primary schools or the system of evening classes extended, with an obligation upon young persons to attend, the supply and organization of the facilities would not have been impracticable, nor would the change from the point of view of the parent, the employer, and the young person have been so revolutionary. As the Act stands, however, the continuation school is to be an independent addition to the agencies hitherto responsible for the supply of education. "The further it is possible to break away from the traditional conception and nomenclature of a school," it is said, "the better."

It is not surprising that so progressive an authority as the West Riding of Yorkshire Education Committee should have adopted a recommendation proposing, as an alternative to compulsory attendance at day continuation schools, the provision of advanced instruction in central schools or classes at which attendance should be obligatory for all children up to fifteen years of age, and later to sixteen. This is, perhaps, a solution of the perplexing problem which is educationally sound. Whether it would be economical financially depends upon the extent to which the claims put forward for compensation in respect of wages that might have been earned by persons compelled to attend school beyond the age of fourteen are to be satisfied. The wages demanded by co-operative employes for juveniles of fourteen years of age is 20s. a week for boys and 15s. a week for girls. A boy of the same age occupied in mining earns 35s. a week. Is the country prepared to pay not only the heavy additional cost of further education, but a subsidy to the parent for the maintenance of the young person whose earning capacity is curtailed? We must not forget the instruction of the Labour Party to its constituents to "see that your local education authority uses its power to provide maintenance allowances for young persons whenever desirable."

III.

The question of fixing the "appointed day," therefore, must be as perplexing to the President as that of the future of non-provided schools; in many ways it is of more importance. A non-provided school is the survival of a vested interest, and, as nearly everyone knows, the majority of parents care very little whether the elementary school attended by their children is denominational or undenominational in character. If they do care, they are protected by the conscience clause. On the other hand, of course, in addition to the legal representatives of the vested interest, who may be determined to maintain their privileges, there is an uninfluential body of opinion that would preserve the religious impulse in educational institutions, and who believe that moral development can be secured only on a basis of dogmatic religious teaching. The controversy is old and the arguments familiar. When it is settled—as we think must be the case if there is to be a productive organization of educational resources—it will not occasion any particular disturbance of habit or outlook.

The inauguration of compulsory part-time schooling for all young persons between the ages of fourteen and sixteen is, however, a different matter. It concerns everybody, and to a very definite degree further curtails the liberty of the parent,

of the employer, and of the young person. If those in authority hesitate to appoint a day for the general introduction of a change so momentous, it is not surprising. To create the machinery necessary to give practical effect to the change would be sufficiently difficult under normal conditions; at present, the conditions are the reverse of normal; they are assuredly much less favourable than it was anticipated they would be when the Act of 1918 became law. What is the position in nearly every administrative area? The supply of new school accommodation has been arrested for five years, and there are serious arrears; even repairs and renovations are long overdue, and, while the cost of building is about three times the pre-war rate, it is only with great difficulty that tenders can be secured and contracts completed. The supply of teachers is entirely insufficient for the system of education as it stands, and additional training colleges are urgently needed. In the interests of the health and physical welfare of the children, nursery schools, dispensaries, and clinics ought to be established, and so far very little attempt has been made to supply suitable schools for the education of defective children.

If to all these outstanding liabilities are added the statutory obligation to secure adequate and suitable provision by means of central schools, central or special classes, or otherwise, for including in the curriculum practical instruction suitable to the ages, abilities, and requirements of the children and of organizing advanced instruction for older or more intelligent children, it must be obvious that even a "benevolent, intelligent, and scientific educationist in Utopia" might hesitate to augment the burden. It is, however, competent for the Board not only to appoint different days for different provisions of the Act, but also "for different areas or parts of areas, and for different persons or classes of persons." Possibly, therefore, a way may be found to introduce the new educational development by slow instalments.

CORRESPONDENCE.

THE SECOND UNIVERSITY FOR LONDON.

To the Editors of The Journal of Education and School World.

SIRS,—On June 4, the students of the Imperial College of Science held a meeting in support of the proposal to amend its charter so that it may have the power of granting degrees. Lord Morris was in the chair, and Mr. H. G. Wells made a witty speech, in which he brought forward the old contention that a scientist was as cultured as a humanist. The present university has never denied this, and we do not think that is the reason why it desires to keep the Imperial College within its fold. It is naturally fearful that, if one constituent college breaks away, there may soon be five or six universities in London, each granting degrees, perhaps of very different value.

It should be perfectly easy for the Imperial College to alter its Matriculation Examination so as to bring it up to university standard. Then, if the professors were given a more reasonable amount of autonomy, all would be well. It is curious, however, to see a usually so well informed paper as the *Times* saying: "The machinery [of the university] is too cumbrous, and too much dominated by the external, or degree-by-examination side, which is incongruous with the aims and methods of a real teaching university." Considering all the ink that has been shed on behalf of that very right, and considering the high standard of the London external degree, it is strange that any leader-writer should be so reactionary. Unless the capital of the Empire can have a university open to all those who can pass its tests, the cause of higher education will receive a bad set-back.—Yours, &c.,

EXAMINER.

LIBRARY OF THE UNIVERSITY OF NANCY.

To the Editors of The Journal of Education and School World.

SIRS,—At the end of the war, on October 31, 1918, the library of the University of Nancy was destroyed by an incendiary bomb, and the English section, in particular, suffered heavily. Not a single volume remains of the works of such standard English authors as Carlyle, Dickens, Meredith, Scott, Matthew Arnold, Robert and Elizabeth Browning, Fielding, Smollett, Richardson, Jane Austen, Swift, Pope. Efforts are being made by the University of London to assist the University of Nancy in re-establishing its library after the ravages of the war. Already about five hundred volumes have been collected for this purpose, and an appeal is now made to all who are in a position to contribute books to send them to the undersigned, who is in charge of the work. Gifts of money for the purchase of books will also be gratefully received.—Your obedient servant,

REGINALD A. RYE,
Goldsmiths' Librarian, University of London.

WOMEN'S HOLIDAY FUND.

To the Editors of the Journal of Education and School World.

SIRS,—Will you allow us once again to appeal in your columns for the Women's Holiday Fund? The object of this Society, which began its work in 1895, and whose activities are not so well known as they deserve to be, is to help the London working woman to have a week or a fortnight's holiday by the sea or in the country.

No doubt it will be thought by some that, in view of the higher wages, such help is no longer needed. This is certainly not the case. There are many, it is true, who can now enjoy a holiday, the full cost of which they are, for the first time, able to afford, but hundreds and hundreds, having spent their weekly money on the bare necessities of life, have no margin left for such a luxury as a holiday. Help is badly needed—for the lonely woman dependent on her own exertions for her livelihood, for the mother of a large family whose perplexities and cares increase as prices mount steadily upwards, and for the tired woman with her little baby, who is told by the doctor that all she needs is rest and change.

Some are being sent away this year who have never had a holiday in their lives before—two of them are over sixty years old!—and they are now looking forward to it as a new and exciting experience.

All applicants pay as much as they can towards their expenses, which are this year very heavy, but the Society has to meet about two-thirds of the total cost. We feel sure that, if all holiday-makers will only allow their imagination full play and will picture to themselves what it means not to have a holiday every year or never to have one, they cannot help responding to this appeal, but will gladly put their hands into their pockets and send us shillings or pounds to enable us to bring a little brightness and sunshine into some rather drab but very uncomplaining and unselfish lives.

Donations will be gratefully acknowledged by The Secretary of the Women's Holiday Fund, 76 Denison House, 296 Vauxhall Bridge Road, S.W.1.

A. F. LONDON. J. SCOTT LIDGETT.
MANUEL J. BIDWELL. MARION VAUGHAN.
HELEN A. POWNALL.

"A SCHOOL LABORATORY LIBRARY."

To the Editors of The Journal of Education and School World.

SIRS,—In answer to "Science Master's" inquiry in your June issue, for a list of volumes dealing in a popular but accurate way with subjects of general scientific interest, may I call his attention to a list published in December by the Association of Science Teachers?

The books enumerated in this list were carefully selected from among modern and standard books and include those for use in class, for reference by both pupils and teachers and for general school libraries, and a special point was made of histories of the sciences and of biographies of famous men of science. Botany, Chemistry, Geology, and Physics have been dealt with at present, but the Association hopes to publish in the autumn a supplement bringing the existing list up to date and also including Zoology and Natural History.

The Book List (1s. 2d. post free) may be obtained from Miss F. Storr, 12 Angell Park Gardens, S.W.9.—I am, yours, &c.,

EMILY WILSON
(Association of Science Teachers).

THE INTERNATIONAL STUDENTS' BUREAU.

To the Editors of *The Journal of Education and School World*.

SIRS,—While the material available to-day for the student in every branch of knowledge shows, in volume and accuracy, an immense advance on that of past times, the methods and the apparatus for its assimilation are often quite appallingly crude, cumbersome, and ineffective. In consequence, much time spent in study is wasted, and information gained in reading and in classes is not preserved in any serviceable form.

To grapple with this difficulty, the International Students' Bureau has been established by Mr. Victor Russell. It is, in large measure, the outcome of his own experience, and has for its aim the co-ordinating of all research bearing on the best methods of study. It aims, further, at giving practical form to the conclusions of experimental psychology, designing and providing the educational apparatus and devices which these conclusions show to be needful for efficiency.

Though still in its early stages, the Bureau has won the cordial approval and co-operation of a wide circle of educationists, both in this and other countries, and has produced appliances of first-rate educational value, some of which are now being used with success in a number of schools and colleges.

The headquarters of the Bureau are at 56 Russell Square, where visitors are always welcomed and shown the whole purpose and work of the institution. The results of psychological research are brought into service in numerous directions, prominent among which is the application of the unit principle to various problems of learning. This finds practical expression in a coherent system of note-taking and filing, which adapts loose-leaf methods in every particular to the work of students, and is based upon a scheme for international standardization, both of sizes and gauges—a most important reform. The Bureau has organized a publication and supply department, which arranges for the production of the devices and materials designed, in order that everything making for educational efficiency may be placed within reach of all.

The basis of the movement must be a wide co-operation of experts in every line of study. To this end it seeks to gain and maintain contact with all who are sympathetic with its purpose. Such a scheme cannot be confined to any one country, and arrangements are already in progress for the opening of branches in various European and Oriental centres. Both in aim and achievement the work of the Bureau is worthy of the enthusiastic support of educationists. That it has something of considerable value to contribute is recognized by all who realize the meaning of its work.—I am, &c.,

MALCOLM M. THOMSON.

AN APPEAL FROM HUNGARY.

To the Editors of *The Journal of Education and School World*.

DEAR SIRS,—A former student of mine, teacher at a girls' high school in Budapest, has sent me a letter, in which he speaks in moving terms of the distress in his country. I venture to ask you to find space in your valued journal for the following extract in the hope that some of your readers may give much needed help:—

"Now that war is over, and the Treaty will be signed by Hungary, it can be hoped that the connexion of good old times will be taken up between England and Hungary, especially as there was no hatred against England in our country. English citizens enjoyed the greatest freedom even in the bloodiest days of the raging war. . . . We Hungarian teachers are in a miserable state. Prices are sixty-seven times as much as in 1914, and our income is only the double of the former income. My payment, e.g., is 900 kronen a month. (A pound is 830 kronen now instead of 24 kronen.) Need I tell you more?"

"The greatest task of our renovation awaits the teachers; the work of them is led by 'The Hungarian National Confederation of Secondary-school Teachers.' In the name of this Confederation I write to you, dear Sir.

"The maintainers of our schools—the Government, the cities, and churches—are entirely ruined and are struggling for bare existence. Thus, our Confederation is unable to provide the material means necessary for the success of our work. We do not need much, only a small amount, easily dispensable in more fortunate countries.

"We appeal to our colleagues, to our lucky English friends, to help our Confederation, our fund, with their pennies. Help and you save our future generation, culture, and civilization.

"We ask our English colleagues to send their contributions to the following address:—'National Hungarian Confederation of Secondary-school Teachers, Budapest IV, Piarista utca 3.'—Yours faithfully,

WALTER RIPMAN.

45 Ladbroke Grove, London, W.11.

FOREIGN AND DOMINION NOTES.

FRANCE.

Let it not be thought that we are hostile to classical studies—no more hostile to them, we, than to the solar system. But in discharge of our duty we report a general tendency to reweigh them. The *Revue Universitaire*, stout upholder of classicism, heads its May number (xxix, 5) with an article on "L'enseignement du latin," by Prof. René Waltz, of the University of Lyon. He argues that the number of pupils who take up Latin should be reduced; that the instruction, which has suffered in rigour and in precision under the influence of the Direct Method, should be improved; that the teachers of Latin should be specialists—"latinistes de goût, de vocation et de métier." It is the first contention that is relevant here. What should be the extent of the reduction? Prof. Waltz is for "l'élimination des inaptes," and he declares that three out of every four who learn Latin in French schools are quite unfit for studies of the kind. What proportion of the boys who learn Latin in our English schools have the due natural aptitude for it? It is a question that it were hard to answer. At a time when the sciences were too little developed to be taught in schools, and when the internationalism of Latin left modern languages to the vulgar, Latin and Greek were chosen as the best disciplines for the human intellect. Then it was discovered that the human intellect did not exist as a unity capable of general treatment. Psychology should enable us to select more nicely the disciplines appropriate to each individual mind. It will disappoint us if Latin and Greek are not found fit for the brightest intellects.

It was thought at one time that technology would decide the war, and in November 1915 the Direction des Interventions centralized the labours of some ten sections. Technical triumphs have resulted in quickened zeal for technical education. The universities are yielding to the new demand; and at Bordeaux, for example, there have been instituted a school of radiotelegraphy, a *brevet d'électricien radiotélégraphiste*, and a *diplôme d'ingénieur radiotélégraphiste*. The Law of July 25, 1919, often called from its chief author the *loi Astier*, foresees schools of technical instruction, public or private, and not obligatory; and obligatory vocational courses for all apprentices and other employés under eighteen years of age. Of great economic importance, the law will have the limits and mode of its application fixed by means of administrative decrees. Before these are formulated, all the parties interested are being consulted by means of a *questionnaire* (text in *Bulletin administratif du Ministère de l'Instruction publique*, No. 2421). Two general principles seem to be accepted already. (i) For the great mass of workmen apprenticeship should be in the workshop or dockyard, this apprenticeship being reinforced by vocational courses. (ii) For certain vocations the necessary preliminary training can be done in the school, which should be enabled to turn out efficient recruits for service in manufactory or workshop. One of the questions circulated relates to that important matter—the employment of the leisure that comes from shortened hours of labour.

GERMANY.

There is some reason to believe that culture and the intellectual life in Germany are being crippled. Books are dear: a little volume of Reclam costs 1.20 marks, and for any large scientific work a price is asked that few can pay. *Privatdozenten* and "extraordinary" (*ausserordentliche*) professors mourn that they cannot clothe and feed themselves. With paper scarce and the hope of sale small, publishers will not undertake serious works. Even where State aid is continued in support of learning, the value of the allotted sum is one-tenth of what it was. For the most part, it is denied: *die Goldesforten sind verammelt*. Thus, when, as we reported, the academies appealed to the National Assembly for a grant in aid of learning, their appeal was rejected.

Amid financial embarrassments and political confusion, Germany finds heart to discuss the training of teachers. An aim of the new democracy is *Einheitlichkeit des Lehrerstandes*—homogeneity among teachers; the gulf between *Oberlehrer* and *Volkschullehrer*, between secondary and primary teacher, is to be filled. The Constitution (art. 143, sec. 2) lays down that the training of all teachers is to follow the principles which prevail for higher education in general, and that it shall be uniform for the whole *Reich*, or Empire. Accordingly, all teachers will be educated in a nine-class secondary school. They will pass thence to a *Hochschule*. It is debated whether the *Hochschule* should be an existing university or a special pedagogic academy to be called into being.

In the former case it is feared that the universities would be overcrowded (Leipzig, for example, would receive an addition of some 1,500 students); in the latter case, great expenditure were necessary, and the separation of the teachers would affect their social education. Time will be required to reach the stage of universally determinative action. Meanwhile it is agreed that the German teacher must henceforth be the apostle of *Wissenschaft*, the one authority that remains firm in the general disorder.

UNITED STATES.

America is suffering from a lack of teachers. Look at the rural schools as depicted in a Report recently made by Prof. Judd, of Chicago University. "One million pupils in the rural schools of this country at the present time are taught by young girls who have themselves had no more than an eighth-grade training. One hundred thousand of the rural teachers of this country are sixteen, seventeen, and eighteen years of age. More than half the rural teachers are less than twenty-one. It should be borne in mind that the rural teachers have to work for the most part without supervision, and that they teach about 60 per cent. of the pupils of the United States." As to the schools in general, an inquiry pursued by the Bureau of Education showed that in January 1920 more than 18,000 posts were vacant in the public schools of the country. For want of teachers many schools were closed—in Texas, 2,000; in Virginia, 1,500; and in Alabama, 450. It is true that in many districts the difficulty was overcome by consolidating schools; yet a certain number of children have at present to forgo that education which Americans deem their inalienable right. Teachers need training, and the diversion of the young to more lucrative callings will tend to deplete the schools of the future. For, indeed, this "shortage of teachers" is a recurrence of that old shortage of willingness to pay men and women to teach. But, for the divinely called, teaching has its peculiar joys; and wise voices in the United States proclaim to the young that salary is not the whole of life. As other attractions to draw them are proposed an increased independence of thought and action, a greater share in the control of the school, a louder voice in the choosing of methods and matter. Yet perhaps it were well to begin by loosening the purse-strings.

Through the Eyes.

Visual education is being brought more and more into prominence. In the United States a strong Society for Visual Education has been incorporated, its seat being Chicago, where, too, is published *Visual Education* as the organ of the movement. The journal (1, 2) reasons thus: "The greater part of education is not deliberate or intentional. It is a slow process, but constant and inevitable. Every conscious moment, from the first cry to the last breath, performs its share in working the final miracle, the development of an individual personality. Every experience modifies, develops, educates the rational being that receives it. Experiences can come only through the senses, and the visual sense is admittedly the most constantly used. If man, then, derives all material for growth solely through his senses, he owes the greater part of his present personality to his eyes. Therefore, belief in visual education is merely an acknowledgment of the supremacy of our supreme faculty. Natural education uses it to the full. Formal education must do the same." What instruments can it use? The pageant must have intellectual content. Lantern projections must be made truly educative. Through the window of the stereoscope the child must look on pictures which give strong outlines to vague conceptions, reality to imagination. Statistics weary the young; they become interesting so soon as they are projected on the screen in the form of graphs. It is geography, above all, that visual education can subserve. In his presidential address to the Royal Geographical Society, Sir Francis Younghusband urged that it was within the scope of geography to observe beauty in natural features, and to compare the peculiar beauties of different features with one another. Indeed, he even contended that this would become its chief function. We have heard much of the effect of climate on race; it is time to give the Seeable its place in the development of man, which can be done only through education to see.

It is sought to "unify the educational interests" of the United States—to give them, as it were, cohesion about a centre. Out of the emergency council which was called together by the institutions of higher education when America went into the War there

An "American Council on Education."

has grown a new organization, called the "American Council on Education." Sixteen great associations are represented on it, among them being the Association of American Universities, the Society for the Promotion of Engineering Education, and the National Research Council. Then there are "associate members," representing certain bodies having interests related to the work of

the Council; and there are "institutional members," universities, colleges, and technical schools which contribute a regular sum to the treasury of the Council. And its functions? It has digested the seventy educational Bills now before Congress. It will promote international relations in education. It has a standing Committee on Education for Citizenship, and another standing Committee on the Training of Women for Public Service. Its general aim will be to attain orderliness and uniformity through co-operative effort; it will seek, for example, to bring about a uniform treatment by American universities of the holders of foreign degrees.

Commercial education continues to thrive. The Bankers Trust Company demand "business missionaries" (we say commercial travellers), skilled in foreign tongues. Both divisions of the New York University School of Commerce are overcrowded. The commercial classes in Columbia University have three times their usual enrolment. English traders must look for brisk competition from America. Yet no commercial rivalry shall disturb spiritual harmony.

CANADA.

It is pleasant to observe that Canada regards practice in teaching as necessary to the making of a competent inspector. *The School* (Toronto, VIII, 9) collects particulars. Ontario requires of a candidate for the inspectorate seven years' successful experience as a teacher, of which at least five must have been in the public schools. In Quebec the inspector *in spe* must have taught for full five years; New Brunswick is content with three. In Nova Scotia the Superintendent of Education nominates as inspector the most efficient principal of the public schools in the inspectorial division. British Columbia will have none as inspectors except those who have done excellent service in the public or high schools of the province. Inspectors in Alberta must have had long and successful experience in Alberta schools; whilst Saskatchewan likewise insists on conspicuous success in the classroom as a condition of promotion from it. There was a time in England—has it passed?—when men with high honours went from Oxford or Cambridge to inspect schools utterly unlike those in which they themselves had been taught—and it was a folly or a crime to send them on such a business. *Absent studia in mores*; but they take long to make an inspector, and teachers in the past have suffered much from the fumbling incapacity of raw learning.

From New Brunswick good progress in respect of vocational education is reported. The Act of 1918 has been amended so as to give increased grants for vocational instruction; and in districts having a population of less than 2,000 the Government will now pay 75 per cent. of the teachers' salaries. The first annual report of the Vocational Board unfolds great plans for the future. A summer school for teachers and directors is to be held in July and August.

CAPE OF GOOD HOPE.

The *Education Gazette* (XIX, 26) reports extensions in connexion with the use of Afrikaans. Hitherto pupil teachers have been allowed to answer questions either in English or in Dutch or in

Afrikaans; but the language and literature papers have been only in English and in Dutch. This year, however, Afrikaans will be accepted as an alternative to Dutch as regards language papers in all years; and third year senior candidates may offer the history of the Afrikaans language and literature instead of the history of English or Dutch literature since 1880. Examination papers will be supplied in English, Dutch, or Afrikaans, as desired. The recognition of the Afrikaans language and literature as a fit subject of study is wholly commendable. Lately prizes were offered for the best national school song celebrating the past trials and present political unity of South Africa, and competitors were allowed to write in English, Dutch, or Afrikaans. The winners of both the first and the second prize wrote English. It will be a fair prognostic of that racial concord which is all that South Africa needs for her prosperity when the same theme is triumphantly treated in Afrikaans.

INDIA.

It is being seen more and more clearly that the Report of the Calcutta University Commission will have potent influence on the whole university problem throughout India. At a recent meeting of a committee to consider the reconstitution of the Allahabad University, Sir Harcourt Butler said: "Our ultimate

Higher Education—University and Medical.

ideal in the United Provinces should be to have unitary teaching and residential universities at Allahabad, Lucknow, Benares, Agra, and Aligarh. It may be, before long, that Cawnpore also will be included in this list. In order to ensure and carry out the recommendations of the Sadler Commission we shall have to face big changes. The existing institutions have done great work, but we must be prepared to sacrifice some of their present advantages for the larger educational life that is to come." We hope that it will be remembered how the impulse towards that new educational life came, in large measure, from Leeds. In connexion with higher education in India we may record briefly that medical education is being extended. In Madras the Government has decided to open a second medical college in the Presidency, whilst the Maharaja Bahadur of Darbhanga has given five lakhs of rupees for the establishment of a medical college at Patna.

UNIVERSITIES AND SCHOOLS.

WALES.

The half-yearly meeting of the Central Welsh Board was held at Barmouth, on May 28, when several important questions affecting the future of the Board were discussed. The Executive Committee in their estimates for the year 1920-21 disclosed the serious position of the Board's finances, as there is an estimated deficit of £5135, which is practically one-half of the total annual income of the Board. It is, therefore, a matter of great urgency that some means be discovered to improve its financial status, or it will be difficult for the Board to continue their work on the present scale. This unfortunate position is due entirely to increases in the fees of examiners and the rising cost of conducting examinations generally, and more particularly to the requirements of the Examinations Council in regard to the Senior Examination of the Board. Recognition of this examination has unfortunately laid upon the Central Welsh Board further responsibilities which will involve considerable expense, and it is therefore difficult to understand why the Board of Education have chosen to pay over to the Central Welsh Board only 7s. 6d. per pupil out of the total grant of £2, and most educationists will be disposed to agree with the contention of the Executive Committee that "it is only just that the local authorities should transfer a large part, if not the whole, of the examination grant, which they never expected to receive, and is partly required to supplement the inadequate income of the Board." But even if this were done the income would not be sufficient to place the Board's income on a secure footing, and it appears that this can only be accomplished by an increased Treasury contribution, as well as by an amending act empowering the Board to make increased levies on local education authorities. It is evident, therefore, that the question of finance must be faced firmly and without delay.

At the special session of the Board a useful discussion on the position of Welsh in the school curriculum was initiated by papers read by Mr. S. J. Evans, of Llangefni School, and by Major Edgar Jones, of Barry School. Mr. Evans is the head master of a school where the great majority of the pupils are, at entrance, practically monoglot Welsh-speaking pupils, while in Major Edgar Jones's district but a small percentage can speak the native language. The problem was therefore necessarily attacked from two entirely different points of view. In the Board's annual report there is also a full consideration of this question. Objection is specially taken to the practice obtaining in certain schools of making Welsh and French alternative subjects, for Welsh is a necessity in more cases for culture and business after leaving school than is French. In recent years, on the other hand, even a smattering of French was found exceedingly useful by thousands of pupils who had passed through the secondary schools of Wales, while for more advanced students the relations between Welsh literature and French literature are beginning to attract attention. There seems, therefore, to be no educational reason for making these two languages alternative. The Board make one or two tentative suggestions for meeting the difficulty, but they do not seem to be really satisfied with them, because they conclude their report by an appeal for a thorough reconsideration of language teaching in Wales, and a closer study of the problem of bilingualism in other countries.

The first meeting of the Court of Governors of this College was held on June 7, when the Council was elected. **Swansea University College.** Mr. F. W. Gilbertson was elected president, Mr. Ivor H. Gwynne and Mr. Roger Beck as vice-presidents, and Mr. W. T. Farr as treasurer. The Corpor-

ation have placed at the disposal of the College about forty-five acres in the grounds of Singleton Abbey, and it is proposed to open the Arts Section in the Abbey as soon as the necessary alterations can be effected. It is not, however, expected that it will be possible to start the Arts side until October, 1921, though provision will be made for some lectures almost immediately. For the purposes of science and technical work the premises of the present Technical College will be utilized, and, as there is already there a small nucleus of students qualified to proceed with university courses, definite progress should be possible in this direction at the commencement of the next session. The financial problem is, however, somewhat serious, and therefore great importance is attached to the decisions of the Treasury Committee on University Grants who met the Council to discuss this matter. Sir William McCormick and Sir Dugald Clark gave a sympathetic hearing to the case submitted to them by Dr. Sibly, the principal, and by the president. The probable cost, it was stated, of running the University for the first year was £17,000, and if the departments in the Faculty of Arts were added they must expect it to increase to £25,000 or £30,000, to meet which sum the College could only rely on about £5,000 or £6,000 per annum. Sir Wm. McCormick, in reply, pointed out that they had no university grants left, except for liabilities under the Prime Minister's pound for pound scheme. Further, when the committee was appointed, the Swansea University College was not in existence, so that the only way of providing the necessary funds, apparently, was to make a special appeal to the Treasury. Sir Wm. McCormick further suggested that until their plans were complete the Education Committee should relieve them of the maintenance of the Technical College building. It was only when they had become a permanent and successful institution that it was likely that the Treasury would come to their rescue, and therefore it was incumbent upon the Council to proceed as rapidly as possible with the establishment of the College. However, the chairman had no doubt that he would be able to persuade the Treasury to offer at least some help to meet the expense of the initial stages. A vigorous campaign will be instituted locally to raise further funds, and it is hoped that the appeals will be generously responded to in order that the development of the College may not be retarded.

The University Senate has approved a recommendation of the Secondary Schools Joint Committee that a candidate not taking Latin may take Welsh in place of French or German with dynamics or its equivalent, though the recommendation cannot become operative until it has been adopted by the University Court.

We learn that the dispute between the counties of Glamorgan and Monmouth over the maintenance of the Lewis School, Pengam, and the Girls' Intermediate School, Hengoed, has been adjusted, though the terms of agreement have not been disclosed.

Pengam Schools. Mr. E. Drew, Assistant Registrar at the University College, Cardiff, has been appointed as the first Registrar of the new University College, Swansea.

Appointment.

SCOTLAND.

The Sectional Congress held by the Educational Institute at Edinburgh, on June 5 and 6, was a striking success. Throughout the proceedings the meetings were well attended, some of them to overflowing, and debate was keen and earnest. If refutation was needed of the gibe that teachers turn out in big numbers only to discuss salaries, it was forthcoming in the sixteen meetings of the Congress. There are still a good many Scottish teachers who would like more money than they are getting, but one would never have suspected it from anything said or done at Edinburgh. Everybody seemed too much occupied with education to have time to think about such mundane matters!

The Congress opened with a conference on the training of teachers, with Dr. Boyd, the president-elect, in the chair. The meeting had before it a series of proposals for the reform of the present system, which had been drawn up by a committee of the Institute in conjunction with the teacher members of the four Provincial Committees. These proposals were decidedly revolutionary, though, as a matter of fact, most of them were set forth explicitly or implicitly in the Reform Committee's report. They suggested the abolition of the junior student and the postponement of entry into training till after the Leaving Certificate, and they denounced all special maintenance allowances given as bribes and involving obligations not imposed on entrants to other professions. They called for an end to be made to the two-years' course and proposed

(Continued on page 468.)

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that every teacher in training, whether for the General Certificate or for special subjects, should spend at least three years in acquiring a degree or an equivalent diploma, and proceed in the following year to specific professional training. Another point worthy of note was the insistence on greater freedom and greater leisure for both lecturers and students as a means of changing the spirit of the training colleges. With most of this programme the Conference was in substantial agreement. Specially interesting was the emphatic pronouncement of the teachers of domestic science, manual training, and art in favour of fixing a high preliminary qualification and raising the standard of the training to a graduate level. The only point on which there was any serious division of opinion concerned the age of recruitment. A surprisingly large number of speakers wanted to get boy and girl candidates started to some practical teaching work alongside their studies for the Leaving Certificate, though protests against premature training were not wanting. One was rather reminded at times of the stock arguments for half-time schooling. It remains to be seen what the judgment of the profession is on this matter. It will probably be found that teachers as a whole are in no hurry to rush their pupils into training.

A large audience assembled in the hall of Moray House on the Saturday morning. The attraction was a double one. Sir Donald Maclean, who enjoys the esteem of Scotsmen without respect to

Music in the Schools.

party, gave an address that began with the rather obvious and ended on a fine strain of idealism. It was in effect a call to teachers to rise to the possibilities of their high calling in the making of a new world. Then followed a wonderful address on "Music in the Schools" by Mr. Hugh S. Robertson, of Glasgow. It was rich in practical hints, backed with the authority of one of the best conductors in Scotland; and through it all a sparkling humour and an incidental philosophy of life which made it a delight even for those in no way interested in questions of the technique of musical teaching. And how can one do justice to the performance of the children's choir which was present to illustrate the address? The choir was one of the best of those splendid co-operative choirs which the musical festivals have encouraged and developed, and to most of those present its singing under the leadership of a lady teacher came as a revelation of what music can mean. Its execution of a wide range of songs was almost uncanny in its excellence. Many teachers were left asking themselves what they had in their teaching repertoire that could lay hold on the souls of their young charges as music so obviously did in this case.

In all, fourteen sections met in the afternoon to discuss the papers which had appeared in the *Educational Journal* a week before. The first group included art, classics, educational beginnings,

The Sections.

geography, handwork, history, and mathematics. The second group, meeting at a later hour, included domestic science, elementary work, English, modern languages, physical education, science, and special schools. It is impossible to say more about them than that they all dealt with definite practical problems, that they were all well attended, and that they all reported a good discussion. Considerable doubt was felt beforehand in some quarters regarding the wisdom of holding a congress of this type, but the consistent success of the meetings has amply justified the experiment. It may be taken for granted that an annual Sectional Congress will from this time forward be a regular part of the Institute's activities.

At the opening meeting of the Congress a resolution deploring the delay in putting into operation those sections of the Education Act relating to the extension of the school age and the institution of day continuation classes was passed with

Rural Continuation Education.

unanimity. In spite of a widespread dissatisfaction with the failure of the Government to fix an appointed day for the lengthening of school life, there is no evidence that anything is being done in this direction. The schools which must be built are not being built, and the teachers who must be trained are not being trained. The signs are rather more promising in the case of the continuation schools. The Department have just issued a circular urging the authorities not to await the introduction of compulsion but to prepare the way by taking action on voluntary lines. The whole question of the future organization of the schools, they are informed, has been referred to the National Advisory Council for investigation and report. Meanwhile they can do much that will make the later steps easier. So far as urban areas are concerned, the tradition already established is sufficient guide in most cases. The rural problem is admittedly more difficult. But the Department have been in consultation with the Board of Agriculture for Scotland, and have various suggestions to make to ensure that

(Continued on page 470.)

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instruction in agricultural subjects shall be both practically and theoretically sound. In particular they indicate that the services of the staffs of the three agricultural colleges will be at the disposal of the authorities either for the purposes of consultation or for the purposes of instruction. It is a good omen for the success of these plans for the extension of continuation education in rural areas that the farmers seem to be beginning to take an interest in the matter themselves. The Highland Society has had a conference on the whole question of agricultural education, and has reached much the same conclusions as those implied in the Departmental Circular.

A draft minute of the Committee of Council on Education in regard to grants to be paid to education authorities for the coming year prepares the way for a change almost as far reaching as the change from payment by results to payment by attendance. The basis of grant is to be the needs of the authorities as measured by the number of pupils and of teachers. The main grant of not less than four million pounds is to be distributed among the education authorities as regards one half proportionately according to the number of pupils in each area and as regards the remaining half proportionately according to the number of teachers. The remainder of the grant is to be disbursed in such ways as to meet special conditions. There will be a grant based on expenditure and valuation, a grant in respect of small schools, additional grants for the Highland counties, and (most notable of all) a grant of £75 in respect of each fully qualified teacher in excess of the number of teachers required to staff the schools on the standard of thirty-six pupils per teacher, which is the present average number of pupils per teacher. With the present scheme will disappear the worrying preoccupation with attendance which tended to convert a high average of attendance into one of the ends of educational administration instead of keeping it a mere means to scholastic efficiency. But the Department do not wholly give up their powers of control. They retain the right to reduce the figure of average enrolment in any case where the percentage of average attendance falls appreciably below the standard of average attendance in the same district. In more serious cases where an authority is at fault in regard to regularity of attendance, efficiency of instruction, and sufficiency of educational provision, the grant may be reduced as seems good to the

Department. If, however, the grant is reduced by more than £500 or by the amount that would be produced by a rate of one penny in the pound, the reasons for deduction must be reported to Parliament by the Department. Regarded as a whole, the scheme is wisely conceived. It is a tribute to the faith which the Department have in the new authorities.

IRELAND.

The crisis in Irish education still continues. How serious it is may be seen from three facts which have marked the past month. First, the Intermediate Board have issued in the public press the following resolution passed by them unanimously at their meeting on May 26:—"That, in view of the present crisis in Irish secondary education arising from the inability of the schools to provide for teachers a salary even approaching the necessary minimum, and the consequent danger of a general failure in the supply of secondary teachers in Ireland, the Board urge insistently upon the Government the pressing necessity of an immediate additional grant to enable the schools to augment the salaries of assistant teachers. Further, the Board hold it just, as well as pressingly necessary, that the sums announced in Parliament to be available for Irish education as the equivalent of the additional grants voted for education in Great Britain during the past two years and the current year, should forthwith be applied to Irish educational purposes, without prejudice to future legislation." In a memorandum accompanying this resolution the Board point out that, according to the last report of the Teachers' Salaries Grant, of 1,349 lay teachers only a hundred were receiving £200 or upwards per annum, and of these thirty-one were heads of schools, while about 30 per cent. of all the teachers were receiving less than £100 per annum. The teachers are in a state of the direst poverty and are quite unable to make ends meet on their inadequate salaries, while the schools cannot get fresh teachers and, in many cases, cannot even retain the services of their present teachers, although, in order to raise salaries, many of them have run into debt. Since 1918 secondary education has not received one penny as the corresponding equivalent of the large increases made for secondary education in England, although it was categorically promised. The sum now due is £140,000 a year.

(Continued on page 471.)

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The second fact is the serious unrest among the secondary teachers culminating in a strike in a large number of schools. The unrest was shown in all schools, both Catholic and Protestant, particularly in the former. The Association of Assistant Masters, a Catholic body, affiliated itself with the Transport Union and made certain demands on the head masters. At the last moment a strike was declared off, except in the Christian Brothers' schools and some others, but in most of the Catholic schools an agreement was reached that registered assistant masters should receive £235 for the year, and unregistered assistants £35 increase on present salaries. It cannot be said that this is an adequate wage for a fully qualified full-time teacher, and the settlement is probably but temporary. In the Christian Brothers' schools the strike lasted for three weeks and was then settled on the same terms. The Christian Brothers stated that they had no funds to provide increases, and in the end this statement was accepted by the assistants, but the authorities promised to appeal to the parents and those interested in the schools to make up the necessary amount. The Protestant assistants put forward a request for an increase of 75 to 100 per cent. on 1915 salaries, and in most Protestant schools have received substantial increases. But, as the Intermediate Board have stated, many teachers have left Ireland and others are leaving this summer, and Irish education, whatever the Government may do now, has received a serious blow, and quite unnecessarily, because the Government, with its eyes open and after repeated warnings, continued to postpone a decision.

Even at the time of writing no decision has been made known, but the third fact is that the new Chief Secretary has expressed sympathy with the secondary teachers and a desire to do something for education. He has received deputations in reference to the Education Bill and the state of the teaching profession, and has declared that the only word to describe the condition of secondary assistant teachers is "pitiable." He has affirmed his determination to do his best, whether the Bill passes or not, to improve their condition by a Government grant, and everyone in Ireland has been eagerly waiting to hear the amount and the method of distribution. Time was of the essence of the problem, but has been neglected; and many schools, probably a majority, afraid to risk the expenses of the coming session on their present income, have decided to raise their school fees. In Ireland, where education is the more needed, fees will be at least double what they are in the corresponding secondary schools under the Board of Education in England.

What about the Education Bill? Nothing official has been stated. The Chief Secretary has said that the Government will not attempt to pass a contentious Bill. Therefore the present Bill will have to be altered. Will it be? Statements on good authority have been made that the Roman Catholic bishops have agreed to modify their uncompromising attitude towards the Bill, while, on the other hand, the Government no longer maintain the rigid determination of Mr. Macpherson to pass the Bill as it is, or not at all. It is stated that the compromise chiefly affects the composition of the proposed new Department of three members, one the Chief Secretary, the second the Vice-President of the Department of Agriculture and Technical Instruction, and the third an expert member to be nominated by the Lord-Lieutenant, and in place of this should be substituted a single Board similar to the present National and Intermediate Boards, on which all the different religious and educational interests of Ireland could be fairly represented. If this be so, the present Bill would require to be withdrawn and a new Bill substituted; but being an agreed Bill it could be passed quickly and without difficulty.

On Trinity Monday a new Fellow, Mr. C. H. Rowe, mathematical student, was elected for Trinity College. His election makes a definite break with the past. The old examination for fellowship, suspended during the war, has now been abandoned for good, and fellows are to be elected on a new principle. The examination system practically limited the choice to classical and mathematical men, but with the new system a wider choice is possible. It may be that it will exclude some who would become scholars of the highest rank, but it should ensure that the fellows will all be competent teachers. The proposal is to appoint, according to the needs of the College, a number of lecturers to hold office for three years. Their salaries will not be large, but after two years they will be eligible for fellowship, and from their number the fellows are to be chosen. There will still be an examination, but other factors will be considered in the election. As the lecturers under this scheme will go out of office, unless elected to the fellowship,

(Continued on page 476.)

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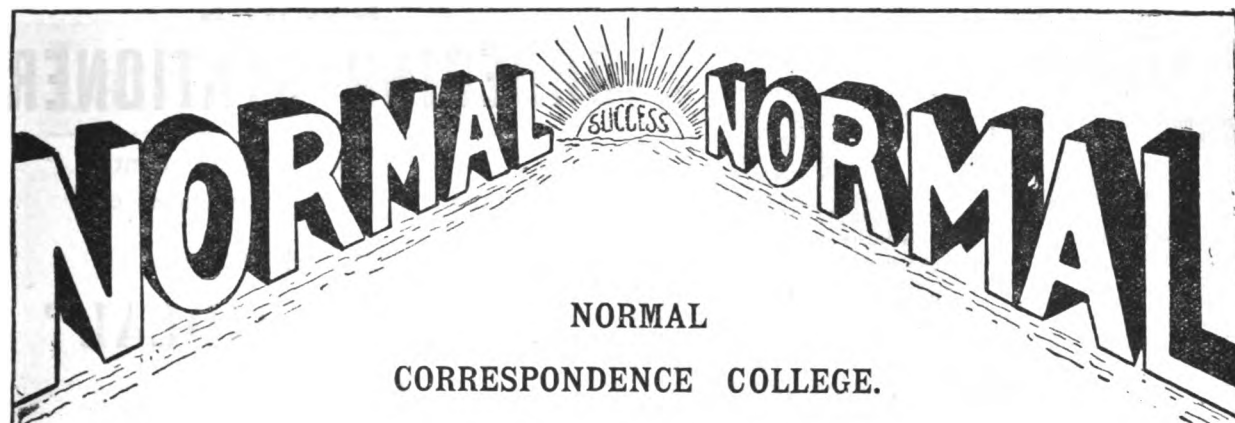
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Resignation of Mr. Gill. Mr T. P. Gill, who has been Secretary of the Department of Agriculture and Technical Instruction since it was founded over twenty years ago, has intimated that he is about to resign. There is no

doubt as to the effectiveness of the Department's work in Ireland in promoting the teaching of experimental and technical science all over the country in schools of every kind, and Mr. Gill's name will always be honourably connected with this far-reaching development, and, although the full effects of it will not be seen for some years, enough has already become apparent to form a very striking memorial to his work, which is still growing. At the sixteenth annual congress of the Irish Technical Instruction Association, at Larne last month, he stated that a greater number of pupils had entered technical schools in Ireland this year than ever before. At present there were 60,000 students, or 10,000 more than last year.

Albert Agricultural College. The Department has issued its prospectus of the Albert Agricultural College, Glasnevin, for the session 1920-21. It provides courses of instruction for farmers and for gardeners, including a course

for farm apprentices. The session extends over ten months, commencing in October and ending in August. Students must be between seventeen and thirty years of age, and must qualify for admission by passing an entrance examination. The fees are: for farmers' sons, £15; for others, £50. Farm apprentices are admitted without fees. The Department also offers a limited number of scholarships for young men who desire to acquire a thorough knowledge of technical agriculture, and one or more scholarships for students specializing in horticulture, forestry, or creamery management. Each scholarship includes free admission to the Royal College of Science and free board and residence at the Albert Agricultural College. Scholarships are, in the first instance, for one year, but may be extended for two, three, or four years.

The Lord-Lieutenant has approved of some additional regulations for the Register of Intermediate School

The Register. Teachers in Ireland. For three years from August of this year the certificate in the Theory

and Practice of Education of the Royal College of Science for Ireland, and the certificate in the Practice and Theory of Education of the Clongowes Wood College, Co. Kildare, will be accepted as approved qualifications as training in teaching; and the first-named may be accepted as an approved qualification before August 1. As regards the specified number of hours of actual teaching required under the temporary conditions of registration, a less number than three hundred hours per year may be accepted provided that the applicant has taught for the total number of required hours within a period extending over not more than five consecutive years. This only holds good up to July 31 of this year. The Intermediate Board are also given power to allow a certain relaxation in the number of weeks and hours of teaching in case of epidemics.

National University of Ireland. The National University of Ireland has issued a notice that candidates for matriculation wishing to matriculate on the results of the Senior Grade Examination of the Intermediate Board, held in the latter half of June, should enter provisionally for the Autumn Matriculation, pending the publication of the results of the Intermediate Examinations. The latest day for entry is August 12 (or with late fee August 19). No student can begin his course of lectures leading to degrees in the University until he has completed his matriculation, nor will he be admitted to any recognized college of the University until he has done so. Students who wish to be excused from matriculation on the results of outside examinations should apply to the Registrar of the University for Certificates of Matriculation.

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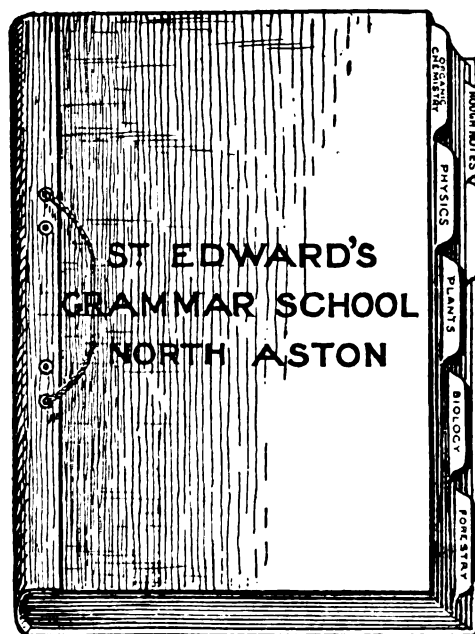
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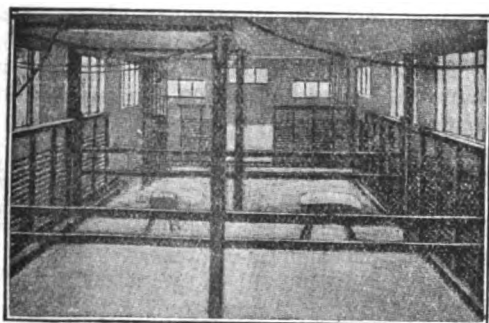
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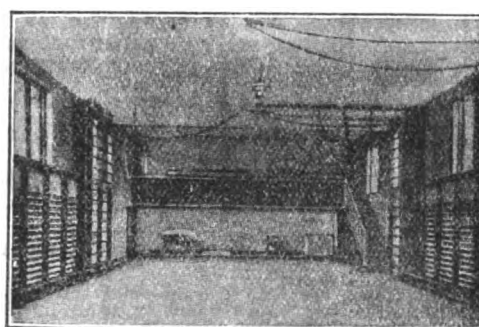
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 Intermediate Textbook of Chemistry. By A. Smith. *Bell*. 8s. 6d. net.
 Australian Meteorology. By Dr. G. Taylor. *Clarendon Press*. 12s. 6d. net.
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Extracts from Montesquieu's "Esprit des Lois."

By NEWMAN NOGS.

A new disease has pervaded Europe; it has seized upon our princes, and is compelling them to maintain an inordinate number of troops. It is liable to paroxysms, and inevitably spreads its contagion, for, no sooner does one State increase what it calls its troops, than the others straightway increase theirs, so that the only result attained thereby is universal ruin. Every monarch keeps as many standing armies as he would have if his subjects were in danger of being exterminated; and this tense condition of general hostility goes by the name of peace. Accordingly Europe is in such a crippled state that private individuals who happened to be in a similar position to that of the three wealthiest powers in this part of the world would not have sufficient for their subsistence.

Among the Chinese races village folk behave as ceremoniously to one another as those in an exalted station; such a custom is well adapted to engender a kindly disposition, to maintain a spirit of harmony and discipline among the lower classes, and to eliminate all such blemishes as are inherent in a churlish nature. Indeed, is not emancipation from the conventions of civilized society an attempt to find a means of giving freer scope to one's bad qualities? Good breeding is of more account in this respect than polished manners. The latter humour the vices of others, while the former prevents us from making our own too conspicuous; it is, as it were, a barrier that men erect one against another to preclude them from exercising a pernicious influence.

Vanity is as good a motive force for a government as pride is a dangerous one. To prove that, one has merely to picture to oneself the innumerable benefits which spring from vanity. From it arise wealth, industry, the arts, the fashions, good taste and manners, and, on the other hand, the countless ills which owe their origin to the pride of certain nations: idleness, poverty, general neglect, the destruction of nations that fortune has placed in their power as well as of their own. Idleness is the result of pride; work is a consequence of vanity; the pride of a Spaniard will make him refuse to work; the vanity of a Frenchman will make him able to work better than the rest.

Female society corrupts the manners, but promotes good taste; the desire to excel one's neighbours in attractiveness is the origin of finery; and the desire to excel oneself in attractiveness is the origin of fashion. Fashion is a matter of importance; by bringing your mind to regard things in a frivolous aspect, you immeasurably increase the branches of your commerce.

The extracts from Montesquieu contained some *pontes asinorum*, over which even the elect did not always pass successfully. *La civilité* is "ceremoniousness" or "observance of etiquette"; *politesse*, "politeness" or "the desire to please." *Sommier*, in his dictionary of French synonyms, defines the words thus: "*La civilité* consiste dans un cérémonial de convention; *la politesse* consiste non seulement à ne rien faire et à ne rien dire qui puisse déplaire aux autres, mais encore à dire et à faire ce qui leur plaise," and he adds that, while an uneducated man may observe *civilité*, *politesse* is the monopoly of good breeding. Between "courtesy" and "politeness," the favourite pair of words, we are not clear that there is a substantial distinction. *L'industrie*, in spite of the almost universal opinion of the competitors, prize-winner included, we take to mean "manufactures" or, more widely, "production" or "productivity." *L'abandon de tout* is "general neglect," "universal negligence." The last fence was the worst; only a minority saw the meaning of "*l'envie de plaire plus que soi-même*." Perhaps the neatest rendering for the sentence which we had was "The desire to surpass others is the origin of finery, and the desire to surpass one's self is the origin of fashions." The idea, of course, is that, when the fashion changes, the individual changes. "The desire to please more than one's self" was very common. Do the words possess any meaning? For the last sentence we suggest a free rendering: "Fix your mind on frivolities and your business will throw out new shoots every day."

The student of Montesquieu has to be continually reading

(Continued on page 486.)

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between the lines. In the last extract he is satirizing the women of his day. To understand his poor opinion of them, one must remember that the "Esprit des Lois" was published in the middle of the eighteenth century, when French aristocratic society was at its worst. In the third extract he is contrasting France and Spain, and half congratulating, half ridiculing, his fellow-countrymen. It is a little difficult to understand the reference to the "trois puissances les plus opulentes" in the first passage. In 1750 Great Britain, Holland, and France were the richest countries in Europe, but neither of the two former was overburdened with military establishments.

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A Prize of Two Guineas is offered for the best translation of the following extracts from one of Paul-Louis Courier's letters, written in 1806, when he was serving with the French Army in Italy:—

Pour peu qu'il vous souviennne, madame, du moindre de vos serveurs, vous ne serez pas fâchée, j'imagine, d'apprendre que je

suis vivant à Reggio, en Calabre, au bout de l'Italie, plus loin que je ne fus jamais de Paris et de vous, madame. Pour vous écrire, depuis six mois que je roule ce projet dans ma tête, je n'ai pas faute de matière, mais de temps et de repos. Car nous triomphons en courant, et ne nous sommes encore arrêtés qu'ici, où terre nous a manqué. Voilà, ce me semble, un royaume assez lestement conquis, et vous devez être contente de nous. Mais moi, je ne suis pas satisfait. Toute l'Italie n'est rien pour moi, si je n'y joins la Sicile. Ce que j'en dis, c'est pour soutenir mon caractère de conquérant; car entre nous, je me soucie peu que la Sicile paie ses taxes à Joseph ou à Ferdinand. Là-dessus, j'entrerais facilement en composition, pourvu qu'il me fût permis de la parcourir à mon aise; mais en être venu si près, et n'y pouvoir mettre le pied, n'est-ce pas pour enrager? Nous la voyons en vérité, comme des Tuileries vous voyez le faubourg Saint-Germain; le canal n'est ma foi guère plus large, et, pour le passer, cependant nous sommes en peine. Croiriez-vous que ce peu d'eau salée nous arrête? . . . Mais pas une seule barque, et voilà l'embarras. Il nous en vient, dit-on; tant que j'aurai cet espoir, ne croyez pas, madame, que je tourne jamais un regard en arrière, vers les lieux où vous habitez, quoiqu'ils me plaisent fort. Je veux voir la patrie de Proserpine, et savoir un peu pourquoi le diable a pris femme en ce pays-là. Je ne balance point, madame, entre Syracuse et Paris; tout badaud que je suis, je préfère Aréthuse à la fontaine des Innocents.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than once during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on July 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 485.

FRENCH MISTRESS requires post in September. Brevet supérieur. Diplôme de fin d'Etudes Secondaires. Five years' experience of French teaching in English Schools. Direct Method; Phonetics. Excellent testimonials and references. Mlle Ducons, Caledonia, Cooden, Bexhill-on-Sea, Sussex.

ART MISTRESS (experienced) requires post. Art Master's Certificate (Drawing, Painting, Design, &c.). Embroidery, Wood-carving, Needlework, Stencilling, &c. Preparation for Royal Drawing Society's Examinations, Cambridge Locals, &c. Address—ART, 14 Albert Street, Shrewsbury.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

IPSWICH HIGH SCHOOL (G.P.D.S.T.).—CLASSICAL MISTRESS wanted in September. Honours degree. Salary from £170. Apply, stating subsidiary subjects offered, HEAD MISTRESS, High School, Westerfield Road, Ipswich.

TYPEWRITING.—Authors' MSS., Examination papers, Letters, Circulars, general copying, duplicating, &c.—J. TRIMNELL, 8 Moira Terrace, Cardiff.

Posts Vacant—continued.

SWANSEA EDUCATION COMMITTEE.

SWANSEA HIGH SCHOOL FOR GIRLS. Head Mistress: Miss E. K. MULLINS (Cantab.).

Wanted, in September next:—

(1) A CHIEF SCIENCE MISTRESS, who must hold a good Honours Degree in Science or its equivalent.

Principal subjects: Chemistry and Physics.

Salary according to the Authority's Scale A, viz.: £320, rising by annual increments of £10 to a maximum of £455.

(2) An ASSISTANT MISTRESS, whose chief subject shall be English. She must hold an Honours Degree in English or its equivalent.

Salary according to the Authority's Scale B, viz.: £275, rising by annual increments of £10 to a maximum of £420.

In both cases, previous experience in recognized Secondary Schools will be considered in fixing the commencing salary under the scale.

Forms of application will be sent on receipt of a stamped addressed envelope, and should be returned as soon as possible to T. J. REES, B.A., Director of Education, Education Offices, Swansea.

1st June, 1920.

CLITHEROE GRAMMAR

SCHOOL (GIRLS).—Wanted, for September:

(1) HISTORY MISTRESS (Honours Graduate), (2) MISTRESS with special qualifications in Geography, (3) MISTRESS for Junior Mathematics, (4) JUNIOR FORM MISTRESS. Salary according to the new County Scale. Apply, stating subsidiary subjects offered, to the HEAD MISTRESS, Girls' Grammar School, Clitheroe.

IPSWICH HIGH SCHOOL

(G.P.D.S.T.).—CLASSICAL MISTRESS wanted in September. Honours degree. Salary from £170. Apply, stating subsidiary subjects offered, HEAD MISTRESS, High School, Westerfield Road, Ipswich.

WARRINGTON TRAINING

COLLEGE.—Wanted, in September, a MISTRESS OF METHOD to train Infants' Teachers. Salary according to qualifications and experience, but not less than £150 residential.—Apply to The Rev. the PRINCIPAL.

Posts Vacant—continued.

NORWICH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, in September 1920, GYMNASIAC AND GAMES MISTRESS: 350 girls. Previous experience essential. Salary, minimum, £160, rising by £15 to £280 maximum. Initial salary according to qualifications and experience.

Forms of application may be obtained from the undersigned. D. O. HOLME, Castle Chambers, Secretary for Education.

Norwich.

WYCOMBE ABBEY SCHOOL, BUCKS.

Wanted, in September 1920:—

(1) A MISTRESS to teach Scripture; subsidiary subject, History or Latin.

(2) A Temporary MISTRESS (for two Terms) to teach French.

Degree or equivalent essential. Initial salary from £180 to £250, according to qualifications and experience. Apply—HEAD MISTRESS.

BURNLEY EDUCATION COMMITTEE.

Head Master: H. L. JOSELAND, M.A.

The Governors invite applications for the position of FORM MASTER. Chief subject, History, with some English.

Salary, Graduate, £200 to £450; non-Graduate, £180 to £370. Commencing salary will be fixed according to qualifications and experience. To commence duty on the 15th September next. Form of application will be sent on receipt of stamped addressed foolscap envelope. Applications should be returned to me as soon as possible, and not later than 14th July next.

A. R. PICKLES,

Director of Education.

Education Office, Burnley.
June 15th, 1920.

NORTHUMBERLAND.—Young GOVERNNESS required, Autumn Term or sooner, for boy aged six. Good salary to suitable applicant.—Mrs. SYDNEY BELFIELD, Roddam Hall, Woolfeaton.

Posts Vacant—continued.

COLONIAL EDUCATIONAL APPOINTMENTS.

(1) Straits Settlements.

(a) INSPECTRESS OF SCHOOLS.

Candidates should possess the Froebel Union Higher Certificate, and must be qualified in Needlework and be able to conduct Swedish Exercises. Experience in Class Singing also desirable. Salary \$330, rising by \$15 to \$450 a month.

(b) EUROPEAN MISTRESS.

Candidates should be University Graduates, and either trained Certificated Teachers or with four years' experience in an elementary or secondary school. They should be prepared to teach English, History, Geography, Physical Geography, Mathematics, and Drawing to the standard of the Cambridge Senior Local Examinations. Kindergarten experience is an important qualification. Salary \$200, rising by \$20 to \$300 a month, and then subject to fitness for further promotion by annual increments of \$15 a month to \$450 a month, with a temporary allowance of 20 per cent. of salary to meet increased cost of living.

The exchange value of the dollar is at present 2s. 4d.

(2) Transvaal Education Department.

Pretoria Normal College: LECTURER IN PSYCHOLOGY; if possible, with some experience of experimental work in connexion with educational subjects. Should be prepared to give assistance in the Theory of Teaching and Demonstration of Method, preferably on the side of Mathematics and Science. (Grade A.)

Pretoria Normal College: ART MASTER, preferably holding an Art Master's Certificate and having experience in training teachers. (Grade A.)

Johannesburg Normal College and Junior Student Centre: ART MASTER, preferably holding an Art Master's Certificate, and having experience in training teachers. (Grade A.)

King Edward VII High School, Johannesburg: SCIENCE MASTER, Physics and Chemistry. (Grade B.)

WOMEN.

Pretoria and Johannesburg Normal Colleges: A Lecturer in the subjects required for what corresponds to a Froebel Certificate; familiarity with modern developments in the education of young children essential. It should be mentioned that children are admitted to Transvaal schools at six years of age. The Lecturer appointed may be required to teach at either institution or both. (Grade A.)

Johannesburg School of Domestic Science: Teacher for Domestic Science Subjects. (Grade B.)

N.B.—The six preceding posts are permanent, provided the engagement is renewed at the end of the year.

MEN.

Jeppe High School, Johannesburg: Physical Science and Mathematics. (Grade B.)

King Edward VII High School, Johannesburg: Literary Side, History main subject. (Grade B.)

Potchefstroom High School: Classics and General Form Work. (Grade B.)

Pretoria High School, Literary Side: English main subject. (Grade B.)

WOMEN.

Pretoria High School: Science (Botany) and General Form Work. (Grade B.)

N.B.—The five last-named posts are temporary. Teachers selected for them must be prepared to serve in any high school as required until appointed to permanent posts, provided the engagement is renewed at the end of the year.

The scales of salary attached to Grade A and B posts are as follows:—

Men A	...	£450—£20—£650.
" B	...	£360—£20—£520.
Women A	...	£390—£15—£510.
" B	...	£300—£15—£420.

Candidates should submit their applications in covers marked "C. A.", and addressed to the Secretary, Board of Education, Victoria and Albert Museum, South Kensington, S.W.7. Scottish candidates should apply to the Secretary, Scottish Education Department, Whitehall, London, S.W.1.

BUSINESS POSITION FOR

UNIVERSITY WOMAN.—The Directors of a modern and progressive Factory (Continuation School Classes; Whitley Scheme, &c., in operation) are looking for a well educated woman to take the headship of their Correspondence Department, which includes distribution of inward correspondence, supervision and editing of outward correspondence, minutes, reports, &c., filing, telephone exchange. Necessary qualifications: (1) good commercial experience, with shorthand typing; (2) organizing ability; (3) degree. Apply—MORLAND & IMPEY, Ltd., Kalamazoo, Northfield, Birmingham.

Posts Vacant—continued.

TO THOSE INTERESTED IN THE SOCIAL AND EDUCATIONAL PROBLEMS OF TO-DAY.

KENT EDUCATION COMMITTEE.

The services are required by the Kent Education Committee of Men and Women of good education as TEACHERS in Day Continuation Schools. These schools will be centres of many-sided interest. Their aim will be to provide the means for the working boys and girls who attend them to obtain a fuller measure of education, both in their individual and their social capacity. These young persons will be engaged in a variety of occupations, and consequently experience gained in social work, or in occupations or professions affording an insight into the problems which affect young wage-earners, will be of great value to teachers in Day Continuation Schools.

The Kent Education Committee offer a limited number of Exhibitions to enable men and women to be trained for service in Day Continuation Schools. Successful applicants will be required to undergo a year's course of training, during which they will receive a substantial maintenance allowance, in addition to the fees of the institution in which they are trained.

Applicants should not, generally speaking, be less than 25 years of age. Forms of application (to be returned by July 5th), with the conditions of appointment, may be obtained by sending a stamped addressed foolscap envelope to

E. SALTER DAVIES,

Sessions House, Maidstone, Director of Education.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, BROMLEY.

Required, in September, Two additional Mistresses:—

(1) JUNIOR MATHEMATICAL MISTRESS.

Subsidiary subject, Latin.

(2) JUNIOR FORM MISTRESS. Special subjects, Geography and Needlework.

Degree or equivalent and some experience or training essential.

Salary according to the Kent County Scale.

Apply immediately to Miss L. GODWIN SALT, Head Mistress, E. SALTER DAVIES, 10th June, 1920. Director of Education.

LEARN DUTTON'S

24-Hour SHORTHAND.

Booklet free. — Dutton's College, Desk T 97, SKEGNESS.

CITY OF CARDIFF EDUCATION COMMITTEE.

HOWARD GARDENS MUNICIPAL SECONDARY GIRLS' SCHOOL.

SENIOR SCIENCE MISTRESS required for 1st September next. Subjects: Physics and Chemistry. Candidates should hold an Honours Degree in Science, or its equivalent, and have had Secondary Schools experience.

Salary £240 per annum, rising by £15 yearly to £315, and then by £12. 10s. yearly to a maximum of £440 per annum. Allowance may be made for previous experience, up to five years.

Forms of application may be obtained from the undersigned, and should be returned at once.

JOHN J. JACKSON,

City Hall, Cardiff, Director of Education. 14th June, 1920.

MACCLESFIELD HIGH SCHOOL FOR GIRLS.

Wanted, in September, SENIOR FRENCH MISTRESS, qualified for Board's Recognition for Advanced Course.

Salary according to Cheshire County Council Scale, i.e. £150 or £180—£20—£350. Apply as soon as possible to the Head Mistress (Miss S. G. L. ADAMS, B.Sc. London).

S. LAWTON,

Higher Education Offices, Macclesfield. Clerk to the Governors.

THE GRAMMAR SCHOOL.

(GIRLS), BURY.—Required, for September next, a MISTRESS to teach French. University Degree or equivalent essential. Ability to help with Games a recommendation. Salary £180—£10—£200—£15—£350, with allowance for previous experience. Apply to the HEAD MISTRESS.

Posts Vacant—continued.

CONTINUATION SCHOOL.

APPLICATIONS for the position of LADY PRINCIPAL of Debenhams' Day Continuation School, 3 Vere Street, W.1, are invited. The school has been designed to meet the requirements (under the Education Act, 1918) of 500 to 1,000 employees, the number at present on the roll being about 50, the great majority of whom are girls. Applicants must possess a good degree of an English University, and are expected to have had teaching and organizing experience. The salary offered will be determined by the experience and qualifications of the successful applicant, but it will not be less than the current scale for similar positions in the London area. Applications, marked "Principal," must reach Private Secretary, 91 Wimpole Street, W.1, not later than Monday, 5th July, 1920. Stamped addressed envelopes must accompany the applications.

SCARBOROUGH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

MISTRESS FOR PHYSICAL EXERCISES AND GAMES, in September. Girls and junior boys. Swedish Gymnastics, Swimming. Ability to assist in some other subject (especially Music) desirable. Salary (provisional scale) according to experience, rising to maximum of £250, or for fully qualified, capable, and enthusiastic service, £350.

Inquiries should be addressed to the HEAD MASTER, and applications sent to R. UNDERWOOD, Educational Secretary, Town Hall.

SCARBOROUGH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

ENGLISH MASTER, to take charge of Matriculation and Advanced Courses, as well as Middle Forms (boys and girls), and to organize and supervise, as required, work of Lower Forms. Ability to assist in some other department (especially French or Music) desirable. Salary (provisional scale) according to experience, rising to £460 (Honours Graduate) or £450. Inquiries should be sent to the HEAD MASTER, applications to R. UNDERWOOD, Educational Secretary, Town Hall.

SCARBOROUGH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL.

LANGUAGE MASTER or MISTRESS, in September. Latin to Matriculation, French (phonetics), Middle and Lower Forms, some English, or ability to take Music (singing). Men graduates, £180 to £440; Honours, £200 to £450. Women, £160 to £350; Honours, £180 to £360. Additions for previous experience, up to six years.

Apply—ROBT. UNDERWOOD, Educational Secretary, Town Hall.

COUNTY BOROUGH OF BURNLEY EDUCATION COMMITTEE.

BURNLEY HIGH SCHOOL FOR GIRLS.

Principal: Miss L. J. Wood, M.A.

The Committee invite applications for the following post:—FORM MISTRESS. Degree essential. Chief subjects: History and English. Salary range for Graduate—£170 to £350. Commencing salary will be fixed according to qualifications and experience. To commence duty 13th September next. Form of application and scale of salary will be forwarded on receipt of a stamped, addressed foolscap envelope. Applications should be returned as soon as possible to the DIRECTOR OF EDUCATION, Education Office, Burnley.

A. R. PICKLES,

Education Office, Burnley. Director. 25th June, 1920.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten free of charge for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post. Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London W.C. 1.

LADY PRINCIPAL wanted for

Hockerill Training College, Bishop's Stortford (120 students). Applicant must be single, graduate, and C. of E. Stipend £550, with board and residence. Applications, stating age, experience, qualifications, with three testimonials, sent before July 7th, to Rev. F. A. REDWOOD, Bishops Court, Chelmsford.

Posts Vacant—continued.**PORTSMOUTH MUNICIPAL COLLEGE.**

Principal: OLIVER FREEMAN, Wh.Sc., A.R.C.S., B.Sc.
The Education Committee invite applications for the following appointments vacant at September next:—

LECTURER IN BOTANY AND NATURE STUDY. Ability to teach Gardening or Hygiene would be considered a recommendation.

LECTURER IN HYGIENE AND ELEMENTARY SCIENCE. Candidates should possess a sound knowledge of the principles of Chemistry and Physics especially as applied to Hygiene.

Salary up to £350 per annum. The commencing salary will be fixed according to qualifications and experience.

Application forms and further particulars may be obtained from the Secretary, Offices for Higher Education, Municipal College, Portsmouth, to whom applications should be returned as early as possible, accompanied by copies of not more than three recent testimonials.

H. E. CURTIS,
Secretary.

PORTSMOUTH EDUCATION COMMITTEE.
(Higher Education.)**GIRLS' SECONDARY SCHOOL.**

Head Mistress: Miss A. M. K. HITCHCOCK, B.A.

Applications are invited for the following appointments, vacant at September next:—

JUNIOR FORM MISTRESS.
PHYSICAL TRAINING MISTRESS.

Present maximum salary, £250 per annum. In each case the commencing salary will be fixed according to qualifications and experience.

Application forms and further particulars may be obtained from the Secretary, Offices for Higher Education, Municipal College, Portsmouth, to whom applications should be returned as early as possible, accompanied by copies of not more than three recent testimonials.

H. E. CURTIS,
Secretary.

HELE'S SCHOOL, EXETER.

Head Master: Mr. F. G. SNOWBALL, M.A. (Oxon.).

Required in September:—

Two MASTERS to teach Mathematics;

Two MASTERS to teach English, with French or History subsidiary.

A MASTER or MISTRESS to teach Nature Study and Biology, with some Elementary Physics or Chemistry.

Temporary scale: Graduates, initial salary, £210 to £325, according to experience.

Forms of application to be obtained from

A. C. BADCOE, Secretary for Education,
39 Southernhay West, Exeter.

COUNTY BOROUGH OF SOUTHPORT EDUCATION COMMITTEE.

MUSIC SPECIALIST required as Assistant Mistress in a large Girls' Council School. Good executant, voice, and pianoforte desired. Commencing salary according to qualifications and experience, rising by annual increments of £10 to a maximum of £280 per annum.

Form of application may be obtained from the undersigned, WM. ALLANACH,

Education Offices, Director of Education,
2 Church Street, Southport.

GYMNASTIC TEACHER.—The

English School (Girls), Nysted, Denmark.—For September: Fully qualified Teacher for Gymnastics, Games, and Dancing. Apply, stating qualifications and salary required, to PRINCIPAL.

COOKERY TEACHER.—The

English School (Girls), Nysted, Denmark.—For September: Fully qualified Teacher of Cookery, with experience in catering for large numbers. Apply, stating qualifications and salary required, to PRINCIPAL.

TEACHER OF FRENCH.—The

English School (Girls), Nysted, Denmark.—For September: a good Teacher of French, not necessarily a native, willing to assist in other subjects. Apply, stating qualifications and salary required, to PRINCIPAL.

PRINCESS HELENA COLLEGE,

EALING.—Required in September: (1) Resident MATHEMATICAL MISTRESS, to teach in Upper and Middle School. (2) Resident JUNIOR MISTRESS to teach History, English, Scripture, Writing. Apply—PRINCIPAL.

NEWARK HIGH SCHOOL.—

Wanted, in September, MISTRESS to teach Botany, elementary general Science, and some Mathematics. Apply—HEAD MISTRESS.

Posts Vacant—continued.**UNIVERSITY OF BRISTOL.****DEPARTMENT OF EDUCATION.**

The University invite applications for the post of ASSISTANT LECTURER IN EDUCATION. Salary £300. The Lecturer will be attached to the women's side of the Department, and will, if possible, be appointed to take up her work in September. Full particulars may be obtained from the REGISTRAR, to whom applications, with testimonials, should be sent not later than July 7th.

SUNDERLAND EDUCATION COMMITTEE.**TRAINING COLLEGE.**

Applications are invited for the position of LECTURER (man or woman) in Mathematics and Science (Physics and Chemistry). Applicants must be Graduates, with high qualifications in the required subjects, and preference will be given to those who have had special training and experience in teaching. Salary according to scale: £300—£115—£450 per annum for man, and £240—£115—£370 for woman, non-resident. Previous service may be recognized in fixing initial salary. Letters of application, together with copies of recent testimonials and names of referees, must reach the undersigned not later than Friday, 16th July next.

Particulars of duties may be obtained on application to the Principal of the College.

HERBERT REED,
Education Offices, Chief Education Officer,
15 John Street, Sunderland.
19th June, 1920.

THE KING'S HIGH SCHOOL

FOR GIRLS, WARWICK.—Wanted, in September, an additional GYMNASTIC AND GAMES MISTRESS, either straight from College or with one or two years' experience. Must be able to undertake Dancing and Tennis. Apply—HEAD MISTRESS.

FOYLE COLLEGE, LONDON-DERRY.

Wanted, SCIENCE MASTER, for September. Apply to HEAD MASTER.

FORM MASTER and MISTRESS

required next Term for French (Honours), Mathematics, English, Games, &c. L.C.C. Secondary Scale and qualifications. Apply—HEAD MASTER, Addey and Stanhope School, New Cross Road, S.E. 14, before July 5th next.

TYPEWRITING.**TESTIMONIALS, 6d. per dozen.**

MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

SHREWSBURY HIGH SCHOOL

(G.P.S.D.T.)—Required, in September, a SCIENCE MISTRESS. Good salary for capable teacher. Apply—HEAD MISTRESS.

ST. LEONARDS SCHOOL, ST.

ANDREWS.—Wanted, in September: a MISTRESS for General English Subjects, including Scripture if possible, and some subsidiary Mathematics. A London degree would be acceptable and experience is desirable. Initial salary £250, non-resident. Applications should be addressed to the HEAD MISTRESS, St. Leonards School, St. Andrews, Fife.

INTERMEDIATE SCHOOL,

MILFORD HAVEN.—Wanted, next Term, (1) ASSISTANT MASTER or MISTRESS, to teach Mathematics. (2) ASSISTANT MISTRESS for French, Latin subsidiary in either case. Salary £200—£370 for women, £200—£400 men, according to experience. Graduates interested in Games looked for. Apply—HEAD MASTER.

REQUIRED, for September, GEO-

GRAPHY SPECIALIST, to prepare up to standard of General Schools Examination, also for Elementary Mathematics. Salary according to qualifications and experience. Apply to HEAD MISTRESS, Simon Langton Girls' School, Canterbury.

HULL HIGH SCHOOL FOR

GIRLS.—Required, in September, (1) MISTRESS, to teach History throughout the School, Honours Degree or equivalent desirable. (2) FORM MISTRESS. Elementary Mathematics essential. Apply—The HEAD MISTRESS.

UNIVERSITY COLLEGE,**READING.**

The Council invite applications for the post of ASSISTANT LECTURER IN DOMESTIC SUBJECTS (special subject Cookery). The appointment will date from October next. Further particulars may be obtained from the REGISTRAR.

Posts Vacant—continued.**ESSEX EDUCATION COMMITTEE.****ILFORD COUNTY HIGH SCHOOL FOR GIRLS.**

Required, in September, PHYSICAL EXERCISES AND GAMES MISTRESS. Complete training and good experience essential. Initial salary £150 to £200 per annum (scale under revision).

Applications to be made on forms to be obtained by sending stamped addressed foolscap envelope to the CLERK to the GOVERNORS.

WEST SUSSEX EDUCATION COMMITTEE.**WORTHING HIGH SCHOOL.**

Wanted, in September, a MISTRESS for Mathematics.

Candidate should be a Graduate of a British University.

Salary according to County Scale.

Apply—HEAD MISTRESS.

ST. LEONARDS - ON - SEA.**CHURCH EDUCATION CORPORATION—**
UPLANDS SCHOOL.

Three Resident ASSISTANT MISTRESSES (Churchwomen) will be required in September, to take between them English, History, Latin, Science (Chemistry or Botany), Geography, Nature Study, elementary Mathematics. Good salaries according to qualifications. Apply—HEAD MISTRESS.

ISLE OF ELY EDUCATION COMMITTEE.**MARCH HIGH SCHOOL.**

Wanted, in September, a GYMNASTICS MISTRESS to teach Games, Ball-room Dancing, and undertake some quite junior school work. Minimum initial salary £150, and £10 a year extra for every year of approved experience up to £240. Apply at once to the HEAD MISTRESS.

LOUGHBOROUGH GRAMMAR SCHOOL.

Wanted, in September, Three MASTERS (Graduates or equivalent):—

(1) Physics and Mathematics.

(2) English Language and Literature. Latin as subsidiary subject.

(3) General Form Subjects. French essential.

Present salary scale, £200 to £400 for Graduates. Previous experience counted.

Write—HEAD MASTER.

PREPARATORY MISTRESS,

preferably Kindergarten trained, for small Private School. Nature Study and Drawing desirable.—Thorneloe, Rodwell, Weymouth.

HALSTEAD GIRLS' GRAM-

MAR SCHOOL, ESSEX.—Wanted, in September, a MISTRESS for HISTORY and ENGLISH. Trained. Graduate. Salary Essex scale, pending Burnham Report. Apply—HEAD MISTRESS.

MICKLEFIELD SCHOOL,

REIGATE.—Wanted, in September:—(1) FRENCH MISTRESS for Juniors (Modern Method essential); subsidiary subjects, elementary Mathematics and possibly Latin. (2) KINDERGARTEN MISTRESS; good Needlework for Junior Forms desirable. Apply—HEAD MISTRESS.

MIRFIELD GRAMMAR SCHOOL, MIRFIELD, YORKSHIRE.

[AMENDED NOTICE.]

Wanted, for the Autumn Term, 8th September, Two Graduate FORM MASTERS, one of whom must be well qualified in Geography. Mixed School. Salary, West Riding scale. £180—£10—£240—£15—£450, with a bonus to be fixed later. Previous experience allowed for; one year of post-graduate training counts as two years' experience, but the initial salary will not exceed £250, plus bonus. Forms of application from WILLIAM TODD, M.A. (Cantab.), Head Master.

BRIDGNORTH GRAMMAR

SCHOOL FOR GIRLS.—Wanted, for September, ASSISTANT MISTRESS for French (Direct and Phonetic Method), and Latin as a subsidiary subject. Salary £180 to £330, according to qualifications and experience. Temporary Mistress on above lines required at once. Apply, with full details, to Miss WINDSOR.

SOUTHWOLD, ST. FELIX

SCHOOL.—Wanted, in September, a MISTRESS for German and elementary Mathematics. Salary on highest scale. Apply to the HEAD MISTRESS.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for September Term, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ENGLISH MISTRESS required, in September, in an important Girls' Recognized Private School in the South-west of England, to teach some or all of the following subjects: English, Latin, and Geography. Previous experience essential. Salary up to £150 per annum, together with board and res.—No. 16,704.

THREE ASSISTANT MISTRESSES, in a large Girls' Recognized Private School in the North of England, to teach between them the following: English, History, Geography, French, German, and Games. Salaries offered, up to £150, together with board and res.—No. 16,913.

HISTORY SPECIALIST, in important Boys' Secondary School in the North of England. Graduate essential. Salary scale, from £180 to £325, to a maximum of £350, non-res.—No. 16,916.

ENGLISH SPECIALIST, in important Girls' School in the North of England. Graduate essential. Salary from £200 to £350 non-res.—No. 16,848.

ENGLISH MISTRESS, in large Girls' Private School in the South of England. Previous experience essential. Salary up to £130, together with board and res.—No. 16,833.

SPECIALISTS in following subjects: English, French, Geography, Botany, and Biology, required in large Girls' School in Wales. Graduates essential with Honours degree. Posts non-res. and good salaries offered, according to qualifications and experience.—No. 16,829.

Classical Mistresses.

CLASSICAL MISTRESS required, in important Girls' High School in the East of England. Graduate essential, with Honours degree. Salary up to £250 non-res., according to qualifications.—No. 16,569.

CLASSICAL MISTRESS, in important Girls' High School in the Home Counties. Graduate essential. Salary up to £300 non-res., according to qualifications.—No. 16,628.

CLASSICAL MISTRESS, in Girls' High School in the South-west of England. Graduate essential. Salary up to £300 non-res.—No. 16,663.

CLASSICAL MISTRESS, in important Girls' School in South-west of England. Graduate essential. Salary up to £200, together with board and res.—No. 16,459.

CLASSICAL MISTRESS, in Dual School in the Home Counties. Graduate essential. Salary up to £320 non-res.—No. 17,008.

Science and Mathematical Mistresses.

MATHEMATICAL MISTRESS required on the East Coast, in a large Girls' School. Graduate essential. Salary from £180 non-res., according to qualifications.—No. 16,990.

BOTANY MISTRESS, in large Girls' School within easy reach of London. Salary not less than £100, together with board and res.—No. 16,931.

MATHEMATICAL MISTRESS, in important Girls' High School in Home Counties. Graduate essential. Salary up to £300 non-res.—No. 16,919.

SCIENCE MISTRESS, to teach good Botany, together with some Chemistry, in Girls' High School in Home Counties. Graduate essential. Minimum initial salary £180 non-res., with yearly increments of £10 for each year's service up to six.—No. 16,879.

MATHEMATICAL MISTRESS, in important Girls' High School in the North of England. Graduate essential. Initial salary £170 non-res.—No. 16,877.

MATHEMATICAL MISTRESS, in important Girls' High School in London district. Subsidiary subjects should be stated. Graduate essential. Initial salary £170 non-res.—No. 16,821.

SCIENCE MISTRESS, in important Girls' High School in the North of England, to teach Botany, together with General Elementary Science. Graduate essential. Initial salary £160 non-res.—No. 16,853.

SECOND SCIENCE MISTRESS, in important Girls' High School in East of England. Graduate essential. Initial salary £190 non-res.—No. 16,740.

Modern Languages Mistresses.

SENIOR FRENCH MISTRESS required in important Girls' High School in Home Counties. Graduate essential, with previous experience. Salary up to £360 non-res.—No. 16,626.

ASSISTANT MISTRESS, to teach French, together with some English, in important Girls' School in Wales. Graduate essential. Salary up to £370 non-res.—No. 16,644.

MODERN LANGUAGE MISTRESS, in important Girls' School on South Coast, to teach French and German. Graduate essential. Initial salary £110 to £120, rising to £140, together with board and residence and possibly higher.—No. 16,958.

SENIOR FRENCH MISTRESS, in important Dual School in the South-west of England. Honours Degree essential. Salary up to £400 non-res.—No. 16,974.

Physical Culture Mistresses.

JUNIOR PHYSICAL CULTURE MISTRESS required, in large Girls' Boarding School in the South-west of England. Candidate must be fully trained. Salary up to £90, together with board and res.—No. 16,998.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School in South-west of England, to teach Games, Dancing, together with Swedish Drill. Salary about £100, together with board and res.—No. 16,942.

SENIOR GAMES MISTRESS, in important Girls' Boarding School in South-west of England. Salary not less than £120, together with board and res.—No. 16,861.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School near London. Candidate must be fully trained. Salary £120 or more, together with board and res.—No. 15,746.

PHYSICAL CULTURE MISTRESS, in important Coeducational School within easy reach of London. Post res., and salary not less than £100.—No. 16,674.

PHYSICAL CULTURE MISTRESS, in important Girls' School in North of England. Candidate must be fully trained. Salary rising to a maximum of £390, together with board and res.—No. 16,667.

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS required, in important Girls' Boarding School on the South Coast. Candidates must be fully trained. Post will be res., and good salary, according to qualifications and experience.—No. 16,987.

DOMESTIC SCIENCE MISTRESS, in important Girls' Public School in North of England. Candidate must be fully trained, with previous experience. Salary rising to maximum of £200, together with board and res.—No. 16,717.

DOMESTIC SCIENCE MISTRESS, in important Girls' School in North of England. Candidate must be fully trained, with previous experience. Post will be res., and good salary offered.—No. 16,731.

DOMESTIC SCIENCE MISTRESS, in Girls' School within easy reach of London. Salary from £80 to £90, together with board and res., or £160 non-res., according to qualifications.—No. 16,922.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational Agents (Estd. 1833),
12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address:
 Scholasque, Westrand,
 London.

SCHOOL TRANSFER DEPARTMENT.

Telephone:
 Gerrard 7021.

Schools transferred and valued. No charge whatever will be made to vendors of Schools or School Partnerships by Messrs. GRIFFITHS, POWELL & SMITH unless a sale is effected or agreed upon. No commission charge whatever made to Purchasers of Schools or School Partnerships.

Applications from intending purchasers are solicited for the following properties:

GIRLS'.

Sussex (Seaside).—Transfer or Partnership. High-class Boarding and Day School for Girls with Kindergarten Department. Established since 1883 and conducted by vendor 6 years. Gross receipts past year £2,500. Net profits past year £725. Rent of very fine house standing in its own grounds, garden, net ball and play ground, held on lease, £410. Number of Boarders 9, paying 96 to 111 guineas per annum. Number of Day Pupils 21, paying £4. 4s. to £8. 8s. per term, without extras. Price for goodwill, £1,500. School furniture at valuation. Half share could be had for about £750.—No. 7,129.

West of England.—High-class Boarding and Day School for Girls. Established and conducted by vendor 13 years. Gross receipts past year, £2,000. There are 17 Boarders paying from 60 to 75 guineas per annum, according to age, and 30 Day Pupils, paying 4 to 5 and 7 guineas per term. Rent of one house, £35. Price for goodwill by arrangement.—No. 7,126.

Channel Islands.—Boarding and Day School for Girls. Gross receipts past year, £500. Net profits past year, £280. Rent of very fine house, with large and well ventilated rooms, 1 year of lease to run, but could be renewed for 3 years on same terms, £60. There is 1 Boarder paying £2

per week and 60 Day Pupils paying from £1. 10s. to £3. Price for goodwill, £350. School furniture, £50; part of household furniture, £150.—No. 7,131.

Sussex (Seaside).—Girls' Boarding and Day School. Established and conducted by vendor 32 years. Gross receipts for past year £1,800. Number of Boarders 24, paying £60 per year, and 24 Day Pupils, paying £15 per year. Goodwill by arrangement. School furniture at valuation. Rent of house, including taxes, £146. We have known the school for several years.—No. 7,118.

Lancashire (Seaside).—High-class Boarding and Day School for Girls and Small Boys. Established 30 years and conducted by vendor 10 years. Gross receipts for past year, £2,329. 14s. 8d. Net profits past year, £526. 4s. 9d. Number of Boarders 17 and 43 Day Pupils, bringing in about £500 per term. Rent of large house, containing 11 bed rooms, 11 sitting and school rooms, 2 bath rooms, kitchen, &c., £130. Held on 12 years' lease ending September, 1920. Price for goodwill about £1,000. School furniture £350. Household furniture at valuation. There is a hostel next door which is also for disposal. Vendor states that she paid £650 for goodwill 10 years ago. On accounts examined by a well-known chartered accountant then, there were only 27 pupils paying about £340 per term.—No. 7,137.

BOYS.

Kent.—Boys' Boarding and Day School. Established many years. Gross receipts past year, £4,000. Number of Boarders, 70, terms average 50 guineas per annum. Number of Day Pupils, 10, terms average 21 guineas per annum. Extras about £300 per annum. Rent £80 per annum—11 years of lease still to run. Price for goodwill, £1,350. Household, private, and school furniture, £2,000. Total for the whole place, £3,350—£2,000 to be paid down and the balance by instalments.—No. 8,049.

London, S.W.—A client of ours who has an old-established School in a good residential neighbourhood in the south-west of London is prepared to sell to a suitable purchaser. The School appears to be a most successful one, and we should say a genuine investment. We understand there are 110 Pupils, of whom 17 are Boarders. The latter pay 63 guineas per annum, and the Day Pupils about £12 per annum. Rent of good house, £95 per annum, held on 12 years' lease with break at every 3 years. Very considerate landlord. Price for goodwill, £1,500. School furniture at valuation, or freehold of house, goodwill, and furniture, about £3,000.—No. 8,039.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—

GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 489.

WARWICKSHIRE EDUCATION COMMITTEE.

ARNOLD HIGH SCHOOL, RUGBY.

Wanted, in September:—
 SCIENCE MISTRESS, to be responsible for her subject throughout the school.
 County Graduate Scale, £180 to £350, with allowance for all previous secondary school experience.
 Apply—Miss SALES.

BIRKENHEAD HIGH SCHOOL

(G.P.D.S.T.).—Wanted, in September: (1) GEOGRAPHY MISTRESS, with subsidiary Botany or Arithmetic. Initial salary to graduates from £170, with annual increments according to scale. (2) JUNIOR FORM MISTRESS to teach Nature Study, English, Drawing, and Geography in the Junior School and to help, if possible, with Girl Guide Work. N.F.U. Higher Certificate preferred. Initial salary from £150, with annual increments according to scale. Apply, with copies of testimonials and full particulars, to the HEAD MISTRESS.

WANTED, in September, (1)

SECRETARY to teach Shorthand, Type-writing, and Book-keeping; (2) Trained PHYSICAL CULTURE MISTRESS, to teach Dancing, Gymnastics, and Games. Salary according to qualifications. Apply, with testimonials, to PRINCIPAL, Endsleigh House School, Colchester.

EDUCATIONAL BUREAU,

1 VICARAGE ROAD, EASTBOURNE.—Vacancies: JUNIOR MATHEMATICAL MISTRESS (London High School); SENIOR ENGLISH MISTRESS (South Wales Day). Good Salaries. Excellent finishing course for girls recommended. Miss SELBY, Registrar.

LEWISHAM GRAMMAR

SCHOOL FOR GIRLS, CATFORD, S.E.6.—Required, in September, FORM MISTRESS to teach Mathematics and to give help in Holy Scripture and in Latin. London degree preferred. Experience and good discipline essential. Salary by L.C.C. scale. Apply—HEAD MISTRESS.

Posts Vacant—continued.

LADY ELEANOR HOLLES' SCHOOL, 182 MARK STREET, E.8.—PHYSICS SPECIALIST required in September next for two days a week. Work mainly with Senior girls preparing for Int. Sc. and First M.B. Examinations. Salary from £120. Apply—HEAD MISTRESS.

MOHAMMEDAN ANGLO-ORIENTAL COLLEGE, ALIGARH, UNITED PROVINCES, INDIA.—The College desires to appoint two PROFESSORS OF ENGLISH LITERATURE, of whom one should, if possible, be able also to teach Philosophy. Salary Rs. 5,400 a year (£540 at 2s. per rupee), rising to Rs. 9,600 a year. Applications (six copies) must be received not later than first post on 15 July, 1920, by S. AFTAB, Esq., Member of the Council of the Secretary of State for India, India Office, S.W.1, from whom further particulars may be obtained.

WATFORD GRAMMAR SCHOOL FOR GIRLS.—Required, for September, ASSISTANT MISTRESS for Mathematics in Middle and Junior School. Apply—HEAD MISTRESS.

QUEEN ANNE'S SCHOOL, CAVERSHAM.—Wanted, in September: (1) Experienced HOUSEKEEPER for Schoolhouse, 120 boarders, (2) MISTRESS to teach Needlework, and be responsible for 40 boarders. Apply—HEAD MISTRESS.

TYPEWRITING.—Testimonials, 1s. dozen copies; MSS., 1s. 3d. 1,000 words; Examination Papers, &c.—Miss ASTILL, 157 Victoria Road, Alexandra Park, London, N.22.

LEIGH GRAMMAR SCHOOL, LANCS.—Wanted, for September, SCIENCE MISTRESS (Chemistry and Botany), and MISTRESS for General Subjects. Scale: Graduates, £180 to £350. Initial salary according to experience. Apply—W. H. LEEK, Head Master.

BOTTWOG COUNTY SCHOOL,

NEAR PWLLHELI.—Wanted, next Term: (1) MASTER, to teach Agriculture chiefly, and (2) MISTRESS, to teach Botany chiefly. Salaries according to experience and qualifications. Apply—HEAD MASTER.

Posts Vacant—continued.

CHRIST'S COLLEGE GRAMMAR SCHOOL, CHRISTCHURCH, NEW ZEALAND.

APPOINTMENT OF HEAD MASTER.

Applications are invited by the Governing Body of Christ's College for the position of HEAD MASTER. The salary attached to the post is £1,250, with free house. Applicant must be a University man and a Communicant of the Church of England, but not necessarily in Orders. The appointment is for a term of 7 years, determinable on payment of one year's salary. Passage paid to New Zealand.

Forms of application and further particulars can be obtained at the Office of the High Commissioner for New Zealand, 415 Strand, London, W.C.2. Applications, accompanied by testimonials, must be received by August 7 next.
 June 23rd, 1920.

SASKATCHEWAN.—Wanted, for September, in Girls' Private School:—(1) SCIENCE AND MATHEMATICAL MISTRESS. Salary 750 to 800 dollars resident. (2) JUNIOR HOUSE MISTRESS; some teaching. Salary 450 to 500 dollars resident. 100 dollars allowed towards passage money on two years' agreement in each case. Apply—The GENERAL SECRETARY, S.O.S.B.W., Imperial Institute, S.W.7.

NOTTINGHAM HIGH SCHOOL FOR GIRLS (G.P.D.S.T.).—SENIOR FRENCH MISTRESS required in September. Honours degree. Apply—HEAD MISTRESS.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.). ST. ALBAN'S ROAD, KENSINGTON, W.8.—SENIOR ENGLISH MISTRESS wanted, either in September or January. Honours degree and good experience essential.

BRIDLINGTON HIGH SCHOOL FOR GIRLS.—Required, in September, FORM MISTRESS, with good French or Arithmetic. Apply—HEAD MISTRESS.

RESIDENT STUDENT can be received in good Private Day School (Girls). Preparation for public examinations if desired. Moderate premium to cover board, &c.—HEAD MISTRESS, Wynaud House, Bowes Park, N.22.

Messrs. GRIFFITHS, POWELL & SMITH,Telegraphic Address:
"SCHOLASQUE, LONDON."Educational and School Transfer Agents,
(Established 1833),Telephone:
GERRARD 7021.**12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.**

For many years at 84 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

**TO ASSISTANT MISTRESSES.
SEPTEMBER VACANCIES.**

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

GENERAL.**Assistant Mistress** for usual English, Mathematics to Senior Cambridge standard. Salary £100 resident. (Lancs.)—No. 094.**Senior Mistress** for general English, Mathematics, and Latin. Salary £90 resident. (London.)—No. 091.**Assistant Mistress** for all English subjects, Arithmetic, and Games. Salary £120 non-resident. (Kent, near London.)—No. 092.**Assistant Mistress** for Latin, Mathematics, and Games. £150 non-resident. (Kent, near London.)—No. 093.**Assistant Mistress** to take Latin throughout the School (Boys' Preparatory); French very desirable. Churchwoman. Salary about £100 resident. (Staffs.)—No. 090.**Assistant Mistress** for Geography, Churchwoman and a Graduate with special qualifications in Geography, if possible. Salary about £90 resident. (Sussex.)—No. 083.**Assistant Mistress** for Lower Form Work in Secondary School. Commencing salary £150 non-resident. (Wales.)—No. 076.**Form Mistress** for English, Mathematics, and French. Salary about £80 resident. (Yorks.)—No. 075.**Assistant Mistress** for Scripture, English, and History. Good qualifications necessary. Salary from £80 resident. (London.)—No. 071.**Assistant Mistress** for Drawing and Lower Form Mathematics. Secondary School. Salary £175 to £300; increments £10. (Norfolk.)—No. 070.**Assistant Mistress** for English and Mathematics. Salary £100 resident. (Bucks.)—No. 068.**Geography Mistress**, with some subsidiary subject, preferably Mathematics. Salary about £110 resident. (Lancs.)—No. 066.**Assistant Mistress** for English and Latin to Matriculation. Salary £110 resident. (Lancs.)—No. 059.**Senior English Mistress** for Mathematics, Latin, and History to Senior Oxford standard. Salary £120 resident. (Scotland.)—No. 031.**Head English Mistress**, to take pupils to Matriculation standard. Salary £100 resident. (Sussex.)—No. 029.**Assistant Mistress** for General Junior Form Work. Boys' School. Salary £100 resident. (Essex.)—No. 025.**Senior Mistress** for Scripture, Geography, History, Mathematics, Arithmetic. Salary £100 resident. (Sussex.)—No. 013.**Three Assistant Mistresses** wanted. Churchwomen and Communicants. Subjects: English, History, Geography, French, German, Games, between them. £100 to £150 resident. (Yorks.)—No. 003.**A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses. 150 posts for Junior Mistresses asking salaries of from £40 to £70 resident.****50 STUDENT-GOVERNESSES** also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.**Particulars of Suitable Appointments** in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Mistresses, on application. Full details as to qualifications and copies of testimonials should be sent.**SCHOOLS TRANSFERRED AND VALUED.**

Please see page 490 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers. to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Westrand, London."

Telephone: Gerrard 7021.

General.—Continued.**Assistant Mistress** for Latin and Welsh. Degree essential. Salary scale: Graduates, £170 to £350; non-Graduates, £160 to £250. (Wales.)—No. 998.**Three Assistant Mistresses** wanted. (1) History, Literature, and Scripture. (2) French, with some good English, Latin, and Mathematics. (3) English in Lower School, with Botany and Nature study. Salaries about £90 each resident. (Lancs.)—No. 971-2-3.**Assistant Mistress**, to take English subjects from Middle Fourth Form upwards to Matriculation standard. Salary £100 resident. (Devon.)—No. 963.**MATHEMATICS AND SCIENCE.****Junior Mathematical Mistress.** Graduate or equivalent. Salary according to County Scale. (Worcester.)—No. 101.**Science Mistress.** Chief subject, Botany, with Elementary Physics and Chemistry. Secondary School. Salary according to Scale.—No. 098.**Mathematical Mistress** to take Mathematics to Matriculation. Some subsidiary subject useful. Salary £100 resident. (Sussex.)—No. 095.**Assistant Mistress** for Mathematics or Science, or some Mathematics and Science. Minimum salary £110 resident, rising to £250. Bonus Scheme. (Wales.)—No. 058.**Mathematical Mistress**, with Botany and Elementary Science. About £120 resident. (Scotland.)—No. 923.**Mathematical Mistress**, able to prepare for Local Examinations. Salary, Graduate, £100 resident; non-graduate, £80 to £100. (Durham.)—No. 916.**Mathematical Mistress**, to take Mathematics to Senior Oxford standard. Salary £100 resident. (Wales.)—No. 881.**MUSIC.****Music Mistress.** Piano, Theory, Class Singing. Salary £70 resident. (Yorks.)—No. 087.**Music Mistress.** Piano, Harmony, Theory, Class and Solo Singing. L.R.A.M. Salary £70. (Somerset.)—No. 080.**Senior Music Mistress.** L.R.A.M. Able to prepare for Exams. Junior Violin desirable. Salary £80 resident.—No. 074.**Music Mistress.** Piano, Theory, Class Singing. Salary £80 resident. (Kent.)—No. 069.**First-rate Music Mistress.** Matthey and Curwen Method. Good salary resident. (Kent.)—No. 046.**Music Mistress.** L.R.A.M., A.R.C.M. Able to prepare for Exams. Piano, Theory, Harmony. Salary from £80. (Scotland.)—No. 020.**Music.—Continued.****Music Mistress.** Piano chief subject. Salary £70 resident. (Kent.)—No. 017.**Music Mistress.** Piano, Theory, Solo and Class Singing. Salary £80. (Cheshire.)—No. 011.**Senior Music Mistress.** Piano and Class Singing. Salary £95 resident. (Somerset.)—No. 993.**Resident Music Mistress.** Piano and Theory. Salary £80. (Salop.)—No. 984.**Experienced Music Mistress.** L.R.A.M. if possible. Salary about £80. (Kent.)—No. 991.**PHYSICAL.****Physical Mistress** for Public Secondary School. Salary according to county scale. (Worcestershire.)—No. 101.**Physical Mistress** for Dancing, Games, Gymnastics. £70 resident. (Essex.)—No. 103.**Physical Mistress** for good Dancing, Drill, and Games. Salary £90.**Physical Mistress** to take Dancing and organize Girl Guides. £100 resident. (Yorks.)—No. 043.**Two Gymnastic Mistresses** wanted for Gymnastics, Games, Dancing. Minimum initial salary £90 resident, rising to £230. (Wales.)—No. 007.**Physical Mistress.** Gymnastics, Games, Swimming. Salary £80. (Kent.)—No. 967.**Physical Mistress.** Good Gymnastics, Games, Dancing. £90 to £110 resident. (Kent.)—No. 897.**KINDERGARTEN.****Junior Form Mistress** for young Boys. Salary £140 non-resident. (London.)—No. 108.**Two Assistant Mistresses** for Classes of young Boys. Salary £120 each non-resident. (Midlands.)—No. 048.**Kindergarten Mistress.** With Higher N.F.U. Salary from £75 resident. (Surrey.)—No. 041.**Non-resident Kindergarten Mistress** for School near London. Salary £120.—No. 038.**Kindergarten Mistress.** Salary £70. (Kent.)—No. 985.**Kindergarten Mistress**, with Higher N.F.U. Salary £90 resident. (Cheshire.)—No. 907.**Experienced Kindergarten Mistress.** Higher N.F.U. Salary £100 resident. (Scotland.)—No. 832.

Several Matrons and Matron House-keepers required for Girls' Schools.

Posts Vacant—continued.**Huddersfield Technical College.****DEPARTMENT OF HUMANISTIC STUDIES.**

Applications are invited for the position of LECTURER IN HISTORY. Initial salary £350. Candidates must be well qualified to undertake work of University standard. A knowledge of Economics or experience in Adult Education would be a recommendation. Further particulars may be obtained on application to the SECRETARY, Technical College, Huddersfield.

£560 RESIDENT. MASTER

required for September, for high-class School in America. Degree essential. Mathematics or Classics.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1

INDIA, New Zealand, Canada, Africa.—MISTRESSES wanted. High Schools. All expenses. Many other vacancies (England and abroad).—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Particulars gratis. Established 1881.

FRENCH MISTRESSES wanted.

Seaside School. £80.—(Australia) three pupils. 18 months' arrangement. £100. Return fare.—(Devon) COMPANION-GOVERNESS, three pupils. £100. Many vacancies (Schools and Families).—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. No booking fees.

ENGLISH MISTRESS wanted,

non-res. (Surrey). Middle School. £270.—(Nottingham). Senior English. £120.—(London Suburb) ASSISTANT MISTRESS (Certificated). English and History. Some subsidiary subject. £100.—(Wales) History and Literature for Seniors. £120.—(Dorset) English, French. £90.—(London) Visiting Kindergarten. £140.—(London) Modern Geography, History. £120.—(Sussex) Mathematics, Science. £100.—(Kent) MUSIC MISTRESS. £80.—(Dorset and Kent) Physical Culture. Many similar vacancies.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Introduction free. Established 1881.

AS MUSIC AND LANGUAGE

MISTRESS. Experienced High School routine. Successful Coach. Music (A.R.C.M.), Piano, Harmony, Modern Languages, Latin. Assists with English.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Visiting and Foreign Mistresses disengaged. Lists gratis. Schools recommended and transferred. Established 1881.

LATE Principal, School of Cookery,

disengaged. Gold Medal. Cookery. Capable Organizer; experienced Demonstrator. Butter, Cheese, Biscuit Making, Fruit Bottling. Visiting Lessons accepted.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Others disengaged.

CHESTERFIELD GIRLS' HIGH

SCHOOL.—Wanted, for September, FORM MISTRESS, qualified in French (Phonetics and Modern Methods), with subsidiary subject, Junior Mathematics by preference. Initial salary according to experience. Graduate scale: £180—£12. 10s.—£305—£15—£350. Apply to the HEAD MISTRESS.

WANTED, for September, in large

Boarding and Day School for Girls, SENIOR MISTRESS for English and Mathematics. Resident. Degree or equivalent. Address—No. 11,021.*

WANTED (resident), for Private

High School in West of England, a thoroughly all-round ENGLISH MISTRESS. Mathematics to Senior Oxford standard. No Games; very little supervision. Address—No. 11,024.*

WANTED, in September, MATHE-

MATICS MISTRESS. Resident. R.C. Qualified. Girls' School, half an hour from Paddington. Salary £110 Initial. Address—No. 11,044.*

WANTED, for September, in

Private Day School of about 100 girls, a MISTRESS to teach Geography and English throughout the School. Some elementary Science desirable, but not essential. Salary according to qualifications and experience. Apply—Miss LEISHMAN, Kinnaird Park School, Bromley, Kent.

Posts Vacant—continued.**COUNTY BOROUGH OF CROYDON EDUCATION COMMITTEE.****BOROUGH SCHOOL FOR GIRLS.**

Wanted, for September, two SCIENCE MISTRESSES (Advanced Chemistry, Physics, Elementary Nature Study). Only Graduates need apply. Preference given to candidates holding an Honours Degree. Salary scale £150—£10—£350, plus £28 bonus the first year. Initial salary according to experience.

Also Part-time COMMERCIAL SUBJECTS' MISTRESS (Certificated). Salary according to qualifications and experience.

Application forms to be obtained from the HEAD MISTRESS, Borough School for Girls, The Crescent, Croydon.

22nd June, 1920.

WANTED, for School in Scotland,

good VIOLIN MISTRESS, with Piano. SINGING MISTRESS, with Music. Salary £90 to £100 resident. Also good PRIVATE SECRETARY, trained. Salary to be stated. Address—No. 11,048.*

WANTED, in September, for good

Boarding School for Girls. Two Resident MISTRESSES to teach between them Geography, Latin, Mathematics, Literature, and Elocution. Good salaries to qualified, Certificated Teachers. Must be Churchwomen and had previous experience. Address—No. 11,046.*

TEMPORARY MISTRESS (for

two or three terms) to teach French, required in September in large Private School near London. Whole or part time could be arranged. Address—No. 11,053.*

WANTED, in September, in small

Private School, fully qualified MISTRESS. English subjects, good Arithmetic, Mathematics. Also MISTRESS for Kindergarten and Transition Forms. Write—PRINCIPAL, High School, Dore, near Sheffield.

LINCOLN TRAINING

COLLEGE.—Required, in September, a LECTURER IN ART, to be responsible for the Drawing and to give some help with Needlework. Salary, if resident, £150 to £250. Apply at once to the PRINCIPAL.

CHANNING HOUSE SCHOOL,

HIGHGATE, LONDON, N.6.—HEAD MISTRESS (Unitarian), will be appointed very shortly for next term. Applications, stating qualifications and salary required, should be sent without delay to the SECRETARY at Channing House.

MUSIC MISTRESS (resident)

wanted (Piano, Class Singing) for September. State salary and all particulars to PRINCIPALS, Hoove Lea, The Drive, Hove.

REQUIRED, in September,

ASSISTANT MISTRESS to teach Geography on modern lines, Arithmetic, Mathematics (elementary), Botany, Latin in Forms III and IV in high-class Private School. Good salary, non-resident.—Miss S., Highlands, Claygate, Surrey.

EDGEHILL GIRLS' COLLEGE,

BIDEFORD, NORTH DEVON.—Required, in September, (1) a SCIENCE MISTRESS to teach Chemistry and Botany, (2) an ART MISTRESS—one offering Needlework also preferred. Apply—the PRINCIPAL.

GORDON COLLEGE, WHIT-

LEY BAY.—Wanted, in September, two Resident MISTRESSES, to teach between them Mathematics, Geography, Nature Study, Latin, in the Upper Department of the School. Salary according to qualifications and experience. Further particulars on application to the HEAD MISTRESS.

Posts Vacant—continued.**THE UNIVERSITY OF LEEDS.**

The Council will proceed shortly to the appointment of a WARDEN for the College Road Hall of Residence (29 women students). Preference will be given to one who can assist in the Department of Education in the University. Salary for the combined post £200 a year, with board and residence. Applications will be received up to the 15th July. Further particulars may be obtained from the SECRETARY, The University, Leeds.

THE COUNTY SCHOOL,

AMMANFORD, CARMARTHENSHIRE.—

Wanted, in September—

(1) A MASTER for Middle Form work. Short-hand and Book-keeping essential. Welsh or Mathematics desirable. Salary £200—£17. 10s.—£450.

(2) A MISTRESS for Cookery and Needlework; also able to undertake Physical Instruction. Salary £200—£17. 10s.—£380.

Apply immediately to HEAD MASTER

PHYSICAL AND LEISURE

TIME MISTRESS wanted in high-class County Boarding School in Yorkshire. Knowledge of Girl Guide movement a recommendation. Address—No. 11,056.*

COLSTON'S GIRLS' SCHOOL,

BRISTOL.—Required, for September, MISTRESS to take Geography, with some elementary Mathematics. Oxford Diploma desired. Also DOMESTIC SCIENCE MISTRESS. Cookery, Housewifery, and Needlework principal subjects. Salary in each case according to qualifications and experience. Apply to the HEAD MISTRESS.

NORTHALLERTON GRAM-

MAR SCHOOL.—ASSISTANT MASTER, in September. Good French, with Geography or Mathematics. Salary £180—£15—£450. Allowance for Honours Degree, previous experience, post graduate training. Apply—HEAD MASTER.

KING'S HIGH SCHOOL FOR

GIRLS, WARWICK.—Wanted, in September, a well-qualified ART MISTRESS. Initial salary from £200. Apply—HEAD MISTRESS.

WANTED, in September, a

SENIOR FRENCH MISTRESS minimum salary £300 and a LITERATURE MISTRESS. Work includes Advanced Courses. Also GEOGRAPHY MISTRESS for one year. Salary according to scale. Apply—HEAD MISTRESS, The High School, Kendal.

WANTED, in September, a

WARDEN for a Hostel for women students. Experience of University conditions desirable, and a knowledge of housekeeping and hygienic conditions of life essential. Salary £150 per annum, with board and residence during term. Application by letter, enclosing testimonials and giving references, to the PRINCIPAL, Froebel Educational Institute, Cole Gardens, Talgarth Road, West Kensington, W.14.

SANDECOTES SCHOOL,

PARKSTONE, DORSET (Church Education Corporation).—Resident HISTORY MISTRESS wanted for September. Geography on modern lines desirable as subsidiary subject. Good salary offered to suitable candidate. Apply—HEAD MISTRESS.

BOROUGH OF ROYAL

LEAMINGTON SPA.

MUNICIPAL SECONDARY SCHOOLS.

Wanted, for September next, for Boys' Secondary School:—(1) An ASSISTANT MASTER for History and English and (2) an ASSISTANT MASTER for French. Scale £200 to £450, with bonus if married. (3) An ASSISTANT MISTRESS for Games and Gymnastics for Girls' Secondary School. Scale £160 to £320. Apply to J. E. PICKLES, Director's Office, York Road, Leamington.

YOUR HOLIDAY ADDRESS?

As in previous years, the Publisher will be happy to send the AUGUST Number to holiday addresses. Early intimation should be given of the necessary change.

The AUGUST Number will be posted, if possible, on July 30.

London: MR. WILLIAM RICE, 3 Ludgate Broadway, E.C.4.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

SEPTEMBER VACANCIES FOR UNIVERSITY WOMEN

For Candidates with Degree or equivalent qualifications.

English, History, and General Form Mistresses.

HISTORY MISTRESS, for high-class Private School near London, offering one or more of the following as subsidiary subjects:—Latin, English, Geography. Modern European History a recommendation. Degree and training desired. Resident from £100. A 83,677

SENIOR ENGLISH MISTRESS, for Girls' High School in Midland Counties, to act as Head of Department. Honours Degree in first or second class, with good experience, essential. Salary according to scale, non-resident, from £180, rising £350 or £380. A 83,062

ENGLISH SPECIALIST, for Endowed High School in Northern Counties, with Honours Degree. Oxford or Cambridge candidate preferred. Non-resident from £180. A 83,398

HISTORY MISTRESS, for high-class Private School on South Coast, to take History throughout School; also Scripture. Graduate looked for. Resident £100 to £130, or more. A 82,739

HISTORY MISTRESS, for high-class Public Church School for Girls in South-western Counties. Modern Geography or help with Scripture a recommendation. Resident £100 to £120, or more. A 82,630

HISTORY MISTRESS for Advanced Course work, for Public Girls' High School in Midlands. Honours Degree and experience required. Non-resident according to scale, rising to £350 or more. A 83,493

ENGLISH SPECIALIST, for Girls' High School in London. First-rate qualifications required. Non-resident from £200. A 82,719

ASSISTANT MISTRESS, for first-class Public Boarding School for Girls in Home Counties, to take good History, Scripture, and, if possible, subsidiary Latin. Non-resident from £180. A 83,674

SENIOR ENGLISH MISTRESS, for Girls' High School in Midlands, to organize English throughout school. Honours Degree and experience. Non-resident from £250 to £330. A 82,767

SECOND ENGLISH LECTURER, for Diocesan Training College on South Coast, to give demonstration lessons, &c.; also to take French to Higher Local standard. Degree, good school experience, and residence abroad required. Resident from £150. A 82,237

HISTORY MISTRESS, for Girls' High School in South-west Counties, to take advanced course work and to act as Head of Department. Honours Degree and experience required. Non-resident. Good salary. A 83,475

ENGLISH SPECIALIST, for Public Secondary School for Girls in Midland Counties, for advanced work. Experience desired. Non-resident. Salary from £170, rising to £300. A 82,464

HISTORY MISTRESS, for well known Public Girls' High School in Midlands, with Second Class Oxford or Cambridge qualifications. Non-resident from £180, according to experience, or from £210 if willing to take supervision of Junior School. A 82,526

SENIOR ENGLISH MISTRESS, for Mixed Secondary School in Southern Counties. Capable, experienced teacher looked for. Non-resident initial up to £300. A 83,771

ASSISTANT MISTRESS, for Girls' Secondary School in Midland Counties, for good Junior English Language, and Latin to Junior Oxford. Non-resident from £180, rising to £330. A 83,310

FORM MISTRESS, for Girls' High School in Midlands, to take general subjects in Middle School. Non-resident from £150, rising to £330. A 82,701

Modern Language Mistresses.

FRENCH MISTRESS, for Church of England High School for Girls in Northern Counties. German a recommendation. Preference given to an Honours Graduate. Churchwoman essential. Non-resident £180 to £200. C 83,043

ASSISTANT MISTRESS, for Endowed Secondary School for Girls in Midland Counties, to take French and English in Middle School. Non-resident from £180, rising £320. C 83,840

LANGUAGE MISTRESS, for high-class Private School for Girls on South east Coast, to take German and Italian. Resident, good salary. C 83,274

SENIOR MISTRESS, for Mixed Secondary School in South-western Counties, to take Senior French, Middle English, Needlework, and some Games. Degree and experience in Co-educational Schools essential. Non-resident according to scale. C 83,766

SENIOR FRENCH MISTRESS, for large good-class Boarding School for Girls on North-west Coast. Honours degree and experience essential. Resident from £110, rising to £250. C 83,576

LANGUAGE MISTRESS, for Church of England Secondary Boarding School for Girls in Eastern Canada, to take French, with good conversation, and German. Experience necessary. Resident about £160 and passage. C 83,521

SENIOR FRENCH MISTRESS, for important Public Secondary School for Girls in Midlands, to teach to Higher Certificate standard. Scripture, English, or Games a recommendation. Training or experience and Honours Degree or equivalent essential. Non-resident £160 to £220 initial. C 82,460

FRENCH MISTRESS, for well known County Secondary School for Girls in North Wales. Non-resident salary according to scale. C 82,783

LANGUAGE MISTRESS, for County Secondary School for Girls in London, to take French and German. Honours degree essential. Non-resident according to scale. C 82,852

ASSISTANT MISTRESS, for high-class Public School in South-eastern Counties, with good French and German or Italian. Non-resident good salary. C 83,234

Classical Mistresses.

MISTRESS, for important Public Boarding School for Girls on South Coast. Headship of Department for suitable candidate with first-rate qualifications. Resident £150 to £200. C 82,431

SECOND CLASSICAL MISTRESS, for important Public Girls' High School in South-western Counties. Some Scholarship work included. Non-resident, £170 to £180, rising. C 83,609

CLASSICAL MISTRESS, for high-class Public School for Girls in Western Scotland. Subsidiary subjects to be stated. Initial salary £180 to £200, rising £300. C 82,519

ASSISTANT MISTRESS, for high-class Private Boarding and Day School for Girls (Recognized), near London, to teach Latin to University Entrance, with English or History. Oxford or Cambridge candidate preferred. Non-resident £180 to £200. C 82,596

Mathematical, Science, and Geography Mistresses.

MATHEMATICAL MISTRESS, for important Public Boarding School for Girls in North-west Counties. Post may include Headship of House for suitable candidate. Resident £150, rising £300. C 83,005

MATHEMATICAL MISTRESS, for Girls' High School in London. Non-resident £170 to £200. C 83,133

MATHEMATICAL MISTRESS, for high-class Private Boarding School for Girls on South

Coast. Some Latin required. Resident £80 to £120. C 82,633

SENIOR MATHEMATICAL MISTRESS, for Girls' High School in Midlands. Suitable candidate might be Head of Department. Honours degree and experience essential. Non-resident from £180 to £350 or £380. C 82,901

SENIOR MATHEMATICAL MISTRESS, for Girls' High School in Northern Counties. Chemistry or Physics a recommendation. Pass or Honours Degree required. Initial non-resident from £170, rising £310. C 81,043

MATHEMATICAL MISTRESS, for important Secondary School for Girls in London, to take Middle and Lower School work. Non-resident from £200. C 83,880

ASSISTANT MISTRESS, for Mathematics and elementary Science or other subsidiary subject, for Girls' Secondary School in London. Non-resident salary according to scale. C 83,390

MATHEMATICAL LECTURER, for important Public School for Girls in Ireland, with Honours Degree or equivalent. Resident from £160. C 81,745

SCIENCE MISTRESS, for Public Secondary School for Girls in Home Counties, to take Chemistry, Physics, Nature Study, and Mathematics. Non-resident £195 initial to £260. C 82,758

ASSISTANT MISTRESS, for high-class Private Boarding School on South Coast, to teach Botany and Geography. Resident. Good salary. C 83,141

SCIENCE MISTRESS, for Private Endowed School for Girls in Eastern Canada, to teach Botany, Geography, and Nature Study. Experience essential. Salary resident at 800 dols., and allowance for laundry, or non-resident 1,200 dols. Allowance for passage. C 82,795

SCIENCE MISTRESS, for Public Secondary School for Girls in Midland Counties, to teach Botany, Zoology, and some Mathematics. Non-resident from £180, rising £330. C 83,642

TWO MISTRESSES, for Church of England Boarding School in Northern Counties, to take between them Zoology, Botany, Physics, Chemistry—these to Higher Certificate and Scholarship standard; also Middle School Mathematics. Churchwomen essential. Resident from £120 for each post. C 82,140 & 82,141

SCIENCE MISTRESS, for important high-class Public Girls' School in London, to teach Chemistry, Physics, and elementary Botany, and Geography. Adequate salary resident or non-resident. C 83,003

SCIENCE MISTRESS, for important Public School for Girls in Home Counties, to take Botany, Chemistry, and Physics. Churchwoman preferred. Salary resident from £120, or non-resident from £200. C 82,185

JUNIOR SCIENCE MISTRESS, for important Public High School in South-west Counties, to take Chemistry and elementary Physics. Non-resident, good salary. C 80,922

GEOGRAPHY MISTRESS, for Secondary School for Girls in South Wales, with Honours Degree and training or experience. Non-resident £200, rising to £360. A 83,328

GEOGRAPHY MISTRESS, with charge of a Form, for Public Girls' Secondary School in Northern Counties. Non-resident, according to scale—for graduates from £160, rising to £350; non-graduates from £130, rising to £220. A 81,963

SECOND GEOGRAPHY MISTRESS, for large, important Secondary School in South-west Counties, with Geography Diploma or equivalent. Non-resident. Salary from £180. A 83,612

GEOGRAPHY LECTURER, for Diocesan Training College in South-western Counties. Some subsidiary subject needed, such as History, Needlework, Drawing. Churchwoman looked for, with one or two years' experience. Resident salary £150 to £200, but scale is under revision. A 81,712

For particulars of these and other vacancies open to University Women, apply fully to

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SEPTEMBER VACANCIES for NON-UNIVERSITY WOMEN

English, History, and General Form Mistresses.

- ASSISTANT MISTRESS**, for Church Secondary School in London, to take English, some Geography, and Arithmetic with Middle Forms. Higher Local Honours required. Non-resident £150, rising to £220. B 80,806
- FORM MISTRESS**, for high-class Private Boarding School on South Coast. German, Drawing, or Handwork a recommendation. Resident from £100. C 82,602
- SENIOR MISTRESS**, for high-class Private Home School on South Coast, for general subjects. Resident from £100. A 83,776
- GENERAL FORM MISTRESS**, for high-class Private Recognized School in Northern Counties, for Middle School work. Games a recommendation. Churchwoman looked for with training and experience. Resident £100 to £150. A 82,645
- TWO ASSISTANT MISTRESSES**, for Public High School for Girls in Constantinople. General subjects required, including some Science and French if possible. Some good certificate, such as Inter. Arts or Higher Local, with experience. Resident about £150 in each case, and first-class passage. A 83,161
- ENGLISH MISTRESS**, for high-class Private School for Girls near London, to teach general English subjects, with good elementary Latin and Mathematics. Resident £120 to £140. A 83,614
- THIRD FORM MISTRESS**, for Public Girls' Boarding School in London, offering general subjects. Some knowledge of Mathematics or Science a recommendation. Resident according to scale. A 83,741
- ASSISTANT MISTRESS**, for high-class Private Girls' School in Midlands, to take English Literature and History to Matriculation, and share supervision. Resident; good salary. A 83,370
- JUNIOR MISTRESS**, for Private Junior Co-Educational School in South-western Counties, to teach usual form subjects. Special Junior School training required, and interest in small pupils. Resident from £90. J 80,639
- JUNIOR SCHOOL MISTRESS**, for Private Endowed Girls' School in Eastern Canada, to take entire charge of Form 1, children 7 to 10 years. Musical candidate looked for with experience. Resident \$700, with allowance for laundry, or non-resident \$1,100; also Passage. J 82,794
- UPPER SECOND FORM MISTRESS**, for high-class Private Junior School in London. General subjects required with good French and some Arithmetic. Non-resident £120 to £140. J 83,554
- JUNIOR FORM MISTRESS**, for County High School for Girls in Midlands, to take general subjects for girls of 8 or 9 years. Some experience desired. Non-resident £160, rising £260. J 83,630
- JUNIOR FORM MISTRESS**, for important Public School for Girls near London, to take elementary Mathematics, English, and, if possible, one of the following:—Nature Study, elementary French with Phonetics, Froebel Junior Form Certificate or Higher Local and training with experience. Resident £90. J 82,196
- MIDDLE SCHOOL MISTRESS**, for County Secondary School in North West Counties. Form subjects required and Commercial subjects a recommendation. Non-resident £150, by £20 to £250. J 83,869
- JUNIOR FORM MISTRESS**, for Public Secondary School for Girls, near London, to take English, Geography, Arithmetic, Gardening or Games a recommendation. High Local and Training or N.F.U. Certificate required, with experience and discipline. Initial salary £180 rising. J 83,303
- JUNIOR FORM MISTRESS**, for high-class Private Girls' School, near London, to take

usual English subjects, including good English and elementary Music. Games, Drill, or Girl Guides a recommendation. Resident about £80. J 83,550

CERTIFICATED MISTRESS, for large Private recognized Day School in Northern Counties, to take charge of Form 1b, also some work in another form. Resident £60. J 83,763

ASSISTANT MISTRESS, for high-class Preparatory School for Boys in Home Counties, to take charge of class of 8 or 9 boys from 8 to 10 years. English, French, Arithmetic, and some Music required. Experienced mistress with discipline looked for. Resident up to £100. J 83,186

ASSISTANT MISTRESS, for high-class Boys' Preparatory School in London, to take charge of class of Boys of 8 years of age. Usual subjects required. Adequate salary, resident or non-resident. J/D 80,471

ASSISTANT MISTRESS, for high-class Preparatory School near London, to take elementary subjects including Arithmetic and French with the smallest Boys, also to teach Piano and Class Singing, and play Harmonium. Resident about £100. J 83,627

Modern Language Mistresses.

ASSISTANT MISTRESS, for good-class Private School in North-west Counties, to take French and Junior German. Elementary Latin or Drill a recommendation. Resident, adequate salary to be arranged. C 82,409

FRENCH MISTRESS, for high-class Preparatory School in Midlands. Resident £100 to £120. C/D 83,926

FRENCH MISTRESS, for Public Secondary School in Midlands, with knowledge of Phonetics, and able to take English in Lower and Middle School. Games a recommendation. Residence abroad and some experience required. Non-resident. Salary according to scale. C 82,479

FRENCH MISTRESS, for large Private School for Girls in Northern Counties, to organize throughout. German a recommendation. Resident from £100. C 82,548

FRENCH MISTRESS, for high-class Private School in London, to teach throughout School. Non-resident. Adequate salary. C 83,177

LANGUAGE MISTRESS, for high-class Private Home School on South coast, to take French and German. Italian a recommendation. Resident £80 to £100. C 83,573

JUNIOR FRENCH MISTRESS, for well-known Public Secondary Girls' School in South-western Counties. Good Oral French required, and help with English. Non-resident. Good salary. A 81,326

ASSISTANT MISTRESS, for Preparatory Day School near London, to teach French to scholarship standard. Any of the following useful:—English, Games, Drill, Music. Non-resident £200. C/D 82,863

FORM MISTRESS, for a large Secondary Day School near London, to take ordinary subjects, good French to juniors, and good History. Training essential. Non-resident from £170, rising £250 or more. A 83,165

ASSISTANT MISTRESS, for Girls' Public Secondary School in Northern Counties, to take French or Mathematics or both subjects in Middle School. Non-resident from £130, rising £220. C 81,964

Geography, Mathematics, and Science Mistresses.

GEOGRAPHY MISTRESS, for first-class Private Boarding and Day School for Girls in London. Mathematics or Literature a recommendation. Good experienced teacher required. Resident from £100. A 82,820

GEOGRAPHY MISTRESS, for Girls' Public Secondary School in Home Counties, teach throughout school to Senior Cambridge, also some Latin and Junior English or History. Non-resident from £200. A 83,330

ASSISTANT MISTRESS, for large Private Day School for Girls in London, to take Mathematics and Geography throughout school. Games a recommendation. Resident £100. C 82,752

ASSISTANT MISTRESS, for important Public Secondary School for Girls on South Coast, to take Mathematics and Botany in Lower School. Non-resident from £160 to £170 or more. C 82,232

ASSISTANT MISTRESS, for good Girls' Public Secondary School in Midlands, to teach sound elementary Mathematics, with French or some other subject. Non-resident from £160, rising £350. A 83,700

BOTANY MISTRESS, for Church Sisterhood School in South Africa, to teach Botany to Matriculation. Churchwoman essential. Resident £120 to £130, with passage. C 82,206

BOTANY MISTRESS, for Public Boarding and Day School near London. Any of the following a recommendation:—Latin, English, Games. Non-resident from £165 rising. C 82,522

MATHEMATICAL MISTRESS, for Public Secondary School for Girls in Home Counties, to take Middle School and junior work. Some subsidiary subject required. Drawing or Games a recommendation. Non-resident. Good salary. C 82,958

LOWER III FORM MISTRESS, for important Public Girls' High School in London, also to take Mathematics to Lower V Standard. Non-resident from £170. C 82,683

FORM MISTRESS, for high-class Private Boarding School on South Coast, to take Mathematics. Drawing or Handwork a recommendation. Resident from £100. C 82,600.

Froebel Trained Mistresses.

HEAD of Preparatory Department for first-rate Public Girls' School in North-west Counties. Experienced and Churchwoman. Resident £110 to £120, rising £250. J 83,387

HEAD MISTRESS, for Preparatory Forms for large Private Day School for Girls in London. Usual subjects and Botany to Junior Cambridge. Experienced teacher required. Resident £80 to £100. Week-ends free. J 80,034

JUNIOR FORM MISTRESS, for Girls' Public Secondary School in Midlands, with Higher N.F.U. Certificate. Non-resident from £180, rising £300. J 83,646

HEAD MISTRESS, for Preparatory School for Public Secondary Girls' School in Channel Islands. Usual subjects required. Knowledge of Montessori Methods a recommendation. Well trained candidate with experience and discipline required. J 83,419

MISTRESS, to take charge of Junior Department, taking children 5 to 7 years, for good-class Private Day and Boarding School in South-Western Counties. Usual subjects required with Drawing and Nature Study up to children of 13 years. Higher N.F.U. preferred. Resident from £70. J 83,629

KINDERGARTEN AND LOWER FORM MISTRESS, to take charge of Lower School of large high class Private School in South-West Counties. Experienced teacher looked for. Resident £80 to £100. J 83,704

KINDERGARTEN MISTRESS, fully qualified for Church of England Public Secondary High School in Northern Counties. Non-resident from £170 rising £230. J 83,536

KINDERGARTEN MISTRESS, for Girls' Public High School in Constantinople, to act as Assistant. French a recommendation. Fully qualified candidate looked for. Resident up to £150 and first-class passage. J 83,159

KINDERGARTEN MISTRESS, for Private High School in Ireland. Usual subjects with Drill and Hockey. Higher N.F.U. required. Resident £70. J 82,056

LECTURER, for Diocesan Training College in South-Western Counties. Trained Student with Higher N.F.U. Literature or Music a recommendation. Churchwoman with experience required. Resident. Good salary. J 82,512

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SEPTEMBER VACANCIES FOR SPECIALISTS.

Art Mistresses.

ART MISTRESS, for good Public High School near London. Art work throughout school. Some subsidiary subject if possible. Non-resident from £170 upwards. B 83,585

ART MISTRESS, for Public High School in the West of England. Drawing, Painting, some Handwork, and some Junior English or Geography. Resident from £110 upwards, or non-resident from £160 upwards. B 83,421

ARTS AND CRAFTS MISTRESS, for Public High School in the Midlands, for Middle and Junior School with some Elementary Form subjects. Non-resident £150 to £240 commencing. B 83,293

ART MISTRESS, for high class Boys' Preparatory School in the Midlands. Some elementary subjects to fill up the time. Resident at fair salary. B 83,833

ART MISTRESS, for large Public Secondary School in the Midlands. Art throughout the school. Non-resident, from £130 to £200 commencing, or possibly more. B 82,712

ART MISTRESS, for Church of England Boarding School in Canada. Ablett's Drawing, Needlework, some English Grammar. Experience. Resident £120 and passage. B 80,698

ART MISTRESS, for Public Secondary School near London. Some easy secretarial work to fill up time. Non-resident from £150 upwards. B 83,353

ART MISTRESS, for large Public Secondary Boarding School in the North. Church of England essential. Resident £80 to £90 commencing. B 83,276

Music Mistresses.

MUSIC MISTRESS, for high class Public School near London. Class Singing throughout the school and some Pianoforte. Resident or non-resident at a good salary. B 82,984

SENIOR MUSIC MISTRESS, for a large high class Private Boarding School in Home Counties. Pianoforte and Class Singing on modern methods. Diploma and experience. Resident from £90 upwards. B 82,775

MUSIC MISTRESS, for Public High School in the North. Class Singing and Pianoforte throughout the school. Non-resident up to £200. B 80,805

MUSIC MISTRESS, for large high-class Public Boarding School on the North-east Coast, for Pianoforte. Cello desirable, though not essential. Initial salary about £200 non-resident, or could be resident if desired. B 83,402

SENIOR MUSIC MISTRESS, for a large Public School on the South Coast. Pianoforte the chief subject. Some Class Singing as a subsidiary subject. Diploma and College training or good school experience. Resident £80 to £110, plus capitation fees. B 80,699

MUSIC MISTRESS, for good Public High School in the North. Class Singing, Ear Training, and Pianoforte. Non-resident, £200 to £240. B 82,559

MUSIC MISTRESS, for high-class School in Canada. Pianoforte in preparation for Associated Board examinations, also Singing. Resident \$600 to \$700 and allowance for passage. B 83,031

MUSIC MISTRESS, for Secondary Boys' School in Wales. Pianoforte and Class Singing. Non-resident, £180 to £200 initial, plus other fees. B 82,907

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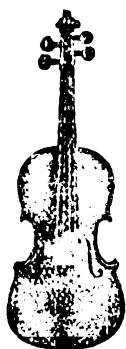
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Mr. Bell apologizes in his preface for adding one more to the many books on classical architecture, but pleads that an attempt, such as his, to epitomize the knowledge which recent archaeological research has given us of the prehistoric and Achaean periods, may "help to fill a lacuna in the history of early classic art." This Mr. Bell certainly does in a very lucid summary of what can be established about prehistoric Greece and in his whole treatment of Cretan architecture as showing a development of the architectural use of columns. The Mycenaean period, as reflected in literature by Homer, is exemplified by the palace of Tiryns, Mycenae, and the Treasury of Atreus, and a link is found between Achaean civilization and classical Greek architecture in the temple of Hera at Olympia. So far as textbooks are concerned, this is comparatively new ground, but, even in regard to the later periods, Mr. Bell has no need to apologize for his work. It is without doubt the most useful compendium that we have seen, and treats the rise and development of the three classical orders with a masterly command of detail which could hardly be excelled. And the influence of Egyptian stone architecture upon the development of the Doric order, like that of Western Asia on the Ionic, is a point not generally appreciated apart from the readers of the publications of different learned societies. All of the illustrations—of which there is a great number—are unusually good, and we heartily recommend the book.

Douglas's Aeneid. By L. M. WATT. (14s. net. Cambridge University Press.)

This book is of far more than mere bibliographical interest. One chapter, it is true, is concerned entirely with manuscripts and readings, and three lengthy appendixes, covering some sixty pages, set forth the chief variants; but, as the preface informs us, the book is "an attempt to elucidate Gawain Douglas's work, and to place it in its proper setting, as a literary document." In this Mr. Watt has succeeded in a measure far greater than the uncouthness of his author's language might have led one to expect. Of his two introductory chapters, the first, on "The Man and his Fame," shows Douglas in relation to contemporaries, such as Polydore Virgil and others, while the second, "On the Man and his Work," treats of an interesting aspect of the Renaissance as "a quest after the wisdom of the past to enrich and enlighten the present," which "passed on to an elevation of the vernacular as a literary medium" (page 26), a chapter in which all students of the Renaissance will be peculiarly interested. The third chapter, on "The Translation, its Method and Result," brings Mr. Watt to the heart of his subject, and he is to be congratulated upon the skill with which he has shown, by apt quotations, how the plangent tenderness of Virgil is more readily represented in Scots than in English. Reference should also be made to his excellent remarks on the art of translating (pages 77 ff.), and to his insistence upon the real feeling for Nature which Douglas shows in the Prologues inserted between the different books of his translation.

But he is not blind to his author's faults, and appraises him with just critical acumen when he sums him up in the concise remark that "the humanist is too frequently lost in the medievalist." We should add that the chapter on "Language and Influences" (pages 149-176) will be of unusual interest to philologists.

"Scriptorum Classicorum Bibliotheca Oxoniensis."—(1) *Titii Livii ab Urbe Condita*. By Prof. C. F. WALTERS and Prof. R. S. CONWAY. Tomus II, Libri VI-X. (5s. net.) (2) *Xenophontis: Opera Omnia*. Tomus V. Edited by E. C. MARCHANT. (5s. net.) (3) *Phaedri: Fabulae Aesopiae cum Nicolai Perotti Prologo et Decem Novis Fabulis*. Edited by J. P. POSTGATE. (4s. 6d. net.) (Clarendon Press.)

Three new texts in this series is indeed a plethora of riches! As schoolmasters we are all too much inclined to take our plain texts for granted, but when new ones are published it is a fit occasion for us to reflect and be duly grateful for the existence of scholars who are both capable and willing to do the (often dreary and always laborious) spade-work of critical emendation and collation of MSS. which is the prerequisite of our own work as classical teachers. It would be an impertinence here to dwell upon the competence of the present editors for their respective work. Profs. Conway and Walters have done a great deal of original research, as is well known to readers of the *Classical Quarterly*, and have gained the gratitude of all patriotic scholars for being the first Englishmen to give us a critical text of Livy. We welcome this second volume of their labours, which is fully worthy of its predecessor reviewed in these columns some years ago. Mr. Marchant, too, is to be congratulated upon the completion of his task. It has been no mean one, and, thanks to him, the Oxford text of Xenophon—an author of whom he has made a lifelong study—is now complete. Last, but not least, Prof. Postgate gives us a much needed text of Phaedrus in the same series. Though Phaedrus is not an author much read in schools, as scholars more than as schoolmasters, we want a trustworthy text of him.

EDUCATION.

A Memoir of the Right Honourable Sir William Anson, Baronet. Edited by Bishop H. HENSLEY HENSON. (12s. 6d. net. Clarendon Press.)

This volume has a formidable beginning, with its genealogical tables setting forth the Anson Pedigree, the Pack Pedigree, the Beresford Descent, and the Dickenson Pedigree. The ceremonial attitude, however, is not maintained, and we soon get down to the real subject. The book lacks unity, and the editor confesses that it has been impossible to avoid a certain amount of repetition in a work to which so many different people have contributed by dealing with the same material, though from different points of view. One is tempted to say that the best of the volume is made up of the subject's own letters and the tantalizing fragment of autobiography; but this would be unfair to the editor, who has succeeded in getting together a mass of most interesting matter. His great merit is the fine tone he maintains in dealing with subjects of the most controversial character. Our readers will be interested mainly in that period of Anson's life which was spent at the Education Office. Sir William confessed "that though all teachers were probably 'faddists' in that each man believed in his own method, yet that it was possible to learn how to teach." But it is Bishop Henson, not Sir William, who is so concerned about "the sensitive professionalism of the teachers," and who tells us that "the school is but one of the three great educational instruments, and not the most important. Both the home and the Church are far more potent as educating influences." But we pardon this depreciation, since the Bishop, after all, is enthusiastic about Sir William's own "real passion for the practice of teaching." We welcome this book as a well merited tribute to one of the few genuine forerunners of our present Minister of Education. There is no index.

An Adventure in Working-class Education. By A. MANSBRIDGE. (6s. net. Longmans.)

Mr. Mansbridge here writes vigorously and modestly on a subject on which he is the highest authority. He gives an admirable account of the origin and history of the Workers' Educational Association, and interprets its aims and ideals in a way that cannot fail to do good. For there is much misunderstanding even yet about what the Association really stands for. On one point it would be well to have more light than is supplied by this volume—that is, the actual relation between the Labour Party and the Association. How far does Mr. Mansbridge's organization represent the attitude of labour to education? It is sometimes said that the Association is made up merely of the *élite* of the working classes, and that the great body of the wage-earners are totally indifferent, if not hostile, to education. If this be so, it is all the more important that the Workers' Educational Association should be encouraged. No better service could be rendered to the cause

of education than to publish such an account as this. If it does not represent what labour as a whole wants, it represents what the best of labour does want and what all the rest of labour should want. Mr. Mansbridge's easy intimate style creates just the sort of atmosphere that is most effective in dealing with his subject.

Science and Life: Aberdeen Addresses. By FREDERICK SODDY. (10s. 6d. net. Murray.)

In these outspoken and stimulating essays and addresses, Prof. Soddy ranges over a wide field, but in all of them he emphasizes the fact that the development—even the survival—of what is best in civilization depends on our power to understand and control inanimate nature. The book as a whole is a well timed and eloquent vindication of science, and a protest against a system which leaves the administration of modern States to those who have been so trained on medieval lines that they are hopelessly out of touch with their environment, because they are unable to realize that "the world of men has changed more in essential respects in the last century than in the whole previous period of recorded history." Prof. Soddy exposes a glaring example of official indifference or hostility to science in the diversion of the funds of the Carnegie Trust from the main purpose for which they were given—the furtherance of scientific research. On the other hand, his hopeful speculations on the limitless possibilities for human benefit which lie in the stores of atomic energy yet to be unlocked by physicists will fascinate and inspire the least imaginative of readers. Two scientific papers are included. One of these, on "The Evolution of Matter," provides the general reader with the best popular account we have seen of radioactivity, in the investigation of which Prof. Soddy took a leading part. The book should be read and pondered by all our statesmen, educationists, and students.

The Problem of National Education in India. By L. RAI. (6s. net. Allen & Unwin.)

Mr. Rai approaches his subject in a thoroughly modern spirit. He has no sympathy with the movement backwards towards the old civilization and literature of India. He looks forward to a new development on western lines. The book is not written for experts in education, but is meant for the lay reader. This accounts for the rather lavish quotations from, and expositions of, the works of present-day English and American educationists. But the work is more than a compilation, for it has a distinct value to English readers as being an exemplification of the reaction of an enthusiastic Indian to all the educational influences of the West. He is loyal to our Government, but he maintains that the loyalty of India "must be rational, reasoned, and sincere," and to this end we must see to it that India remains "a part of the British Commonwealth on terms of equality with the other parts of the Empire." Mr. Rai demands vocational education for his country, and in his final two chapters provides us with a quite unusual combination of eastern ideals and western methods.

National Union of Teachers War Record, 1914-1919. (2s. 6d. net.)

The N.U.T. has every reason to be proud of this "Short Account of Duty and Work accomplished during the War," both from the nature of the matter dealt with and from the manner in which it has been treated. The seven chapters give an account of the doings of the Union in all the activities of the war and the war time, and make it quite clear that the organization deserved well of its members during those trying years. It is pleasant to find that the Union was as zealous for the interests of the children as for those of its own members. As was only to be expected, the women's share in war work has been fully recognized. A list is given of the teachers who joined the forces; another of those who were honoured for gallant service; and a third of those who fell. A handsome volume, whose value will increase with the years.

A Guide to the History of Education. By J. W. ADAMSON. (8d. net. S.P.C.K.)

In 45 well printed pages, Prof. Adamson presents to the world his views on the study of his specialty. It is doubtful whether the ordinary reader will be able to avail himself of the guidance offered, for the ideal held up is a somewhat lofty one, and when the novice does get a page to himself at the end, he will hardly regard his treatment as genial. On the other hand, those who have some acquaintance with the subject will find here much valuable help, from one who has the right to speak with authority. What Prof. Adamson recommends here he has put into practice in his admirable "A Short History of Education."

The New Children: Talks with Dr. Maria Montessori. By S. RADICE (Mrs. A. H. Radice). (4s. net. Hodder & Stoughton.)

If the Montessori propaganda had done nothing else (and we are very far from asserting that such is the case), it would have deserved well of this country for having stirred the rather stagnant waters of serious educational thought, as distinguished from mere multiplication

of schools. Mrs. Radice here makes a lively and readable addition to the growing Montessori literature, but, as her attitude is entirely that of the admiring and loving disciple, the reader must be prepared for exposition rather than criticism. And the exposition is popular and sketchy, nowhere going far below the surface; witness, for example, the unsatisfying chapter which bears the alluring title, "Montessori and Bergson." She leaves us, in fact, strongly echoing her own desire that a writer should arise "who can re-think Dr. Montessori in English, as Dr. Wildon Carr has done for Bergson." Much misunderstanding might then be cleared up. Meanwhile we have an uneasy suspicion, which Mrs. Radice says nothing to allay, that Dr. Montessori is unsound on the subject of imagination, and that she has not really tackled the profoundly important question of play. On the other hand, her powerful plea for the sacredness of the individual is precisely what democracy needs, if in the deepest sense it is to win the war, especially in view of the growing activity of the State in regard to education. On that ground we welcome Mrs. Radice's attempt to popularize Montessori.

The Classroom Republic. By E. A. CRADDOCK. (2s. 6d. net. Black.)

The experiments in school discipline connected with the names of Messrs. MacMunn and J. H. Simpson, and now with that of Mr. Craddock, though doubtless regarded as oddities by the average schoolmaster, are, at any rate, in some sort of correspondence with the modern care for self-determination as opposed to submission to authority. It has usually been held that school is, on the whole, the place for the latter, and college for the former—a view which would have more to say for itself if everyone went to college. The trend of these experiments is to break down this distinction, the school teacher delegating his disciplinary powers to the boys, as the college tutor delegates it to the students. Mr. Craddock's experiment was tried with a class of fourth-form boys of average age thirteen, and his "classroom republic," after two years of existence, was so far successful that he would no more think of going back to the old way than he would think of re-establishing trial by ordeal. He would not, that is to say, go back to the usual position in which discipline is a sort of "duel of wits" between master and boy. Mr. Craddock's personal experience of the "classroom republic" will, we hope, receive the close attention of his fellow teachers. His later chapters on the "school republic" are more in the nature of an interesting speculation.

Psychology and Folk-lore. By Dr. R. R. MARETT. (7s. 6d. Methuen.)

The eleven articles in this book have no organic connexion with each other, though they all deal with different aspects of anthropology. Dr. Marett has adopted the objectionable plan of naming his book after the title of the first article. There is the further objection that many of the articles were prepared originally as addresses to associations, and are reproduced here exactly as they were delivered. He has "changed nothing, not even suppressing a few passages of an occasional character." Further, he is unrepentant, and tells us that "anyone with imagination can make the necessary allowance." Readers deficient in this type of imagination may be pardoned for preferring a book that is an organized whole and is written *ad hoc*. The individual contributions are admirable in themselves, as was to be expected from their distinguished author. The reader feels that he is in the hands of a master, and cannot but admit that, fragmentary as is the text, it fully justifies the high claims made for his study by the author in his final section dealing with the relation between anthropology and university education.

ENGLISH.

A History of Modern Colloquial English.

By Prof. H. C. WYLD. (21s. net. T. Fisher Unwin.)

Another valuable addition to Prof. Wyld's contributions to the study of English; while appealing especially to the advanced student, it should prove of deep interest to the general reader. The amount of care and research of which every page bears evidence should make the book the standard one for many years to come. We are shown how London English naturally came to be adopted as Court English and so Standard English; that this London English, at first a form of Southern English, had come by Chaucer's time to be mainly an East Midland form with well marked Kentish influences. The idea that Chaucer "created" modern Standard English, in the sense that he combined forms from various dialects and imposed this composite language on his own and future generations, is shown to be quite incorrect. He used the Court Speech of his day, enlarging and enriching it, and fixing a model for literary use. From this time onward there is a Standard English to which all educated men gradually conform, though dialect forms occur from time to time, but ever more rarely, in the literature. In

(Continued on page 504.)

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their speech, however, local influences hold their own till very much later; it is refreshing to know that Sir Walter Raleigh spoke with a strong Devonshire accent while writing the accepted Standard English of his time. In this connexion it may be pointed out that Fielding represents Squire Western as speaking broad Somerset. The aim of the book, however, is not to deal with Regional Dialect as such, but to show how at various times among educated people the colloquial speech has differed from the written language. Plays, novels, memoirs, letters, even State papers, are examined for evidence. While students will probably find the earlier chapters the more interesting, the general reader will prefer the later. In spite of very recent developments Prof. Wyld thinks the tendency has been to refine the spoken language and to simplify the written. Certainly the speech and conversation of the beaux and fine ladies of the Stuart period and later could be astonishingly blunt. The concluding chapter shows how quickly the colloquial tongue changes in comparison with the written; we can read seventeenth-century literature without a shock, but imagine us trying to converse with Lord Foppington or Lady Wishfort.

"Handbooks in the Art of Teaching."—*The Early Stages of Spoken and Written English*. By H. O'GRADY and N. CATTY. (3s. 6d. net. Constable.)

This handbook is in two parts (of forty and sixty pages respectively), of which that dealing with "Spoken English" was written by Hardress O'Grady. Owing to the war, publication of the book was postponed, and its appearance renews our sorrow at the untimely death of that enthusiastic teacher. In these pages he writes freshly and engagingly about the importance of the oral aspect of language study, and more particularly of standard speech and the application of phonetics to the acquisition of it. Always he stimulates, and sometimes he arouses doubt and objection; but we are reluctant to criticize a friend who can no longer reply. The second part is entitled "Training in Verbal Expression," and is written by Miss Nancy Catty. It is marked throughout by lucid common sense and the manifest desire to let the child express what he wants to express. "To ask a child to speak or write on a subject in which he has no native interest is, if not cruel, at least waste of time." Miss Catty insists, and it cannot be said too often, that good composition should be fostered by the teachers of every subject in which there is any writing at all. Valuable suggestions are made for the profitable conduct of oral composition lessons, which are treated as the foundation of all work in written composition. Altogether a good little book that every teacher of English will be the better for reading.

Shakespeare's Versification. By M. A. BAYFIELD. (16s. net. Cambridge University Press.)

Mr. Bayfield, formerly head master of Eastbourne College, has made a close study of Shakespeare's metrical methods. Some of his conclusions were published last year in *The Times Literary Supplement*, and caused considerable controversy. Here he sets his theories fully before us. His starting point is that the ordinary iambic scansion is inadequate and unsatisfactory. Then he propounds an entirely new scheme, the chief features of which are the frequent employment of the "resolved foot" and reliance upon a trochaic measure. Two results follow: the discarding of many abbreviations adopted either from the First Folio or to assist scansion, and the need for a revision of the text in the light of this metrical scheme. In the past editors have been guided by the generally accepted views of the metre in making emendations, and if the former go the latter must go with them. The author gives as an appendix one such revised text—that of Antony and Cleopatra. While we are not convinced that Mr. Bayfield's ideas are always sound, the frequent inadequacy of the iambic method, especially in the later plays, is palpable, and the whole book is suggestive and stimulating. Certainly it makes for a more intelligent enunciation of Shakespeare's verse.

"The New Teaching Series."—*English Literature*.

By E. V. DOWNS. (4s. 6d. net. Hodder & Stoughton.)

The sub-title of this book, "The rudiments of its art and craft," is the more correct description of its contents, for it is an elementary treatise on the technique of literature, not an exposition or criticism of our literature itself. As such it deals in turn with metre, figures of speech, and style, and so leads up to the essay which is not too fully considered. The history and technique of the lyric, the novel, the short story, the ballad, and the drama are fully discussed, as are epic and dramatic poetry and fiction generally. There are copious exercises designed to force the reader to apply to literature the critical knowledge which the text supplies, and brief but sufficient bibliographies. The work is sound. It will be of most value to the individual student and, for this reason, a key to the exercises would be most useful; but it is well worth a trial in the upper forms of secondary schools. Lecturers on English literature in evening classes will find it a godsend, for it will supply just the

information which they have to assume in their classes, but the absence of which is often the heaviest handicap they have to overcome.

English Prose Composition. By Capt. W. J. WESTON. (3s. 6d. net. Pitman.)

The writer claims that this book is a help to the writing of English. It is, however, in no sense a classbook, though it should be useful in tutorial teaching. In plan it is a somewhat loosely constructed scheme which deals in turn with words, sentences, and paragraphs leading up to the essay; but it also includes the usual composition work in précis, letter writing, and style. The method is to base all rules on the examination of passages from more or less well known literature, but the author is apt to be wordy in his endeavour to draw his conclusions. The best features are the copious, and often very original, exercises and the variety of illustrations of the points under discussion.

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GEOGRAPHY.

"The Blue Guides."—*England*. Edited by F. MUIRHEAD. (16s. net. Macmillan.)

The editor of this volume is to be congratulated on preparing a guidebook so far in advance of any hitherto produced in this country. The text is well arranged, clearly printed, and singularly free from mistakes. As regards the general plan of the work, it is similar to the Baedeker series of guidebooks, but in many respects it is greatly superior. Judged by its merits alone, this guide ought to supersede those of Baedeker and other writers. This handbook is primarily intended for travellers, and it therefore includes much information (as to railways, distances, hotels, &c.) that would be needed by visitors from America and the Continent. To the English tourist also it will be found invaluable, as it contains a wealth of detailed information about every part of the country. To ensure accuracy, the editor has obtained the assistance of local authorities, and to bring the work thoroughly up to date he has included the latest regulations on motoring and aviation. An article of thirty-four pages on the study of English monuments, by Prof. Baldwin Brown, deserves special mention, as it provides the ordinary reader with food for reflection when visiting the architectural beauties of the country. There are seventy-five maps and plans, prepared by the firm of Bartholomew & Son, to illustrate the text. They are well drawn and effectively coloured. With the help of the maps, the tourist will be able to find his route in any direction, and, from the plans of cities and cathedrals, he will be able by himself to trace the interesting features of which he is in search. A good index, particularly necessary in so detailed a work, is provided at the end of the volume.

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with the outlines of world history, it abounds in suggestions, side-lights, and illustrations. But as an "introduction" it is quite hopeless. It gives no connected story; it observes no sort of proportion; it rambles over politics, religion, literature, art with bewildering inconsequence. Events of epoch-making importance from the creation of man to the present day are dismissed in a line of a tabular summary, while four pages are devoted to Charles Dickens and five to G. F. Watts! A good many of the dates given in the various summaries are doubtfully accurate; but the placing of Cardinal Newman among the notables of the Middle Ages (page 149) takes one's breath away. Another matter also which is seriously open to question is Mr. Short's advice to students. "For preference," he says, "choose books in which you do not examine the facts too closely," and he recommends students, by way of example, to "surrender themselves to the wizard who penned 'The Times of Erasmus' and 'The Dissolution of the Monasteries.'" He could hardly have chosen a more unfortunate example; for, though the wizardry of Froude is undoubted, his inaccuracy is proverbial, and his prejudice in all matters that affected the Catholic Church notorious. MM. Langlois and Seignobos say of him, "il a le génie de l'inexactitude," and add their opinion that this "maladie de l'inexactitude, ou maladie de Froude, doit être considérée comme incompatible avec l'exercice de la profession d'érudit." There is grave danger lest a pupil who takes Mr. Short's book as his first guide to the study of world history will develop an inaccurate, superficial, and unsystematic habit of mind. Mr. Short mentions many good books from which more detailed and scientific information can be obtained. But who is the Sir James Bury whose "larger textbook of Greek history" is recommended?

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The Public Schools Yearbook, 1920. Edited by H. F. W. DEANE and W. A. BULKELEY EVANS. (10s. 6d. net. The Yearbook Press.)

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The least satisfactory part of these volumes is the Introduction prefixed to each. This is decidedly meagre and inadequate. A rather jejune section, devoted to "Palestine and its People," sets forth the usual stereotyped and rather unsympathetic account we are accustomed to read of the Jewish parties, their special views and characteristic positions. This section might well be revised for a future edition, and some guidance ought to be given to the young student on the more important points of chronology, the articulation of the stages of Christ's Ministry, and some discussion of the nature and content of His teaching. No doubt the notes supply partly what is desired, but a conspectus in the Introductions would be helpful.

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See also pages 513-521, 541, 555, 556, 557, 559; [Halls of Residence] 514, 516, 517, 556; [Physical Training] 515, 521, 537; [Summer Schools] 515, 520, 554; [Scholarships] 514-518.

THE HORTICULTURAL COLLEGE, SWANLEY, KENT.

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A LIMITED number of boys may be nominated by the Army Council for admission to a Competitive Examination, to be held at Brighton College on 7th and 8th June, 1921, for one Gill Memorial Scholarship of the annual value of £50, and several Gill Memorial Exhibitions of the annual value of £45; each tenable for 3 years, or for 4 years on the recommendation of the Head Master.

Candidates for nomination must be (1) under 14½ on June 1st, 1921; and (2) sons of officers of the Regular Army (serving or retired) or, if such are not available, sons of officers of the Special Reserve or Territorial Force.

Applications (accompanied by Birth Certificates and Certificates of conduct covering the two previous years) should reach the SECRETARY, War Office, London, S.W.1, not later than 1st April, 1921.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March 1921, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

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BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1921, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CRANBROOK SCHOOL, KENT.—Head Master, Rev C. F. PIERCE, M.A. — EXAMINATIONS for ENTRANCE SCHOLARSHIPS and EXHIBITIONS are held in March, June, and November. For particulars apply to the HEAD MASTER, The School House, Cranbrook, Kent.

SCHOLARSHIPS.

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(b) Two Choral Exhibitions of £30 per annum, open to all boys who can sing and read music.

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NEWHAM COLLEGE.—TWO SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

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Further details from—
S. M. TOYNE, M.A., Head Master.

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Two of the open scholarships will, under certain conditions, be restricted to boys whose fathers have given their lives for their country.

Candidates must not be 14 on December 31st, 1920. The examination will be held at Wellington College on November 9th and two following days.

For full particulars apply to THE BURSAR, Wellington College, Berks.

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are offered annually for
Competition.

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See also pages 555, 560, and 563.

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SCHOOL FOR GIRLS AND LITTLE BOYS in Oxfordshire. 28 pupils paying from 6 to 7½ guineas a term. House held on lease at £70 a year. £650 required for goodwill and school furniture. For further particulars apply—T. 3163, c/o Messrs. TRUMAN & KNIGHTLEY, Ltd., 158 to 162 Oxford Street, London, W.1.

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SUMMER SCHOOLS, 1920

See also pages 515 and 554.

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A SHORT HOLIDAY COURSE

In NATURE STUDY will be held for men and women at the HORTICULTURAL COLLEGE, SWANLEY, from July 31st to August 14th.

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TO BE CONDUCTED BY

CAPT. H. OLSSON

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FOR Summer School of Speech
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A LIST OF SCHOOLS.

[Cost of insertion under this heading sent on application.]

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Mountain and Sea air,
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One of the five houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field.

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OCCASIONAL NOTES.

THE London County Council, in their capacity as local education authority for the metropolis, have now completed the preparation of their draft scheme under the Education Act, 1918. As might have been expected, the document is large, extending to more than a hundred foolscap pages, and a number of diagrams and maps help to throw light upon the text. A brief historical and legislative retrospect is followed by an exhaustive account of activities during the period 1904-1920 in the fields of elementary education, secondary and technical education, evening institutes, university education, and special trade investigations. Then follows an account of developments under the Act of 1918, including the steps so far taken by the Council in respect of central schools, the upper classes in elementary schools, nursery schools, school libraries, day continuation schools, and adult education. The Council are alive to the fact that a special responsibility rests upon them in regard to education because London is not only a "locality" whose needs have to be met, but the heart of a world-wide empire, the centre of international finance, and the meeting place of nearly every race and people. In another part of this issue we return to this scheme and deal at greater length with some of its more interesting features.

NEARLY four years have passed since the Consultative Committee published their Interim Report on the provision of scholarships for a university, recommending a generous scheme of national scholarships for the encouragement of science and technology. The Board have now produced their regulations establishing such a scholarship scheme from national funds under Section 44 of the

The Board's
Scheme of
University
Scholarships.

Education Act, 1918 (Grant Regulations, No. 26). One hundred and eighty university scholarships are offered for the coming year; half are to be awarded to girls and half to boys. There is no limitation as to subjects, save that the awards are to be made on the results of the present Second Examination for Higher Certificates, supplemented, when it seems desirable and practicable, by the consideration of the candidate's school record and a personal interview. The amount of the scholarship is to be a sum, not exceeding £80 per annum, towards maintenance, plus a grant in aid of the approved fee. The scholarship is tenable for three years, but may be prolonged for a fourth. The holder must satisfy the Board that he has not sufficient means, either from private sources or from other scholarships, to follow a university course without their assistance. He must also satisfy the examining authority that he is capable of following successfully an Honours Course.

TWO criticisms occur. First, owing to the late date at which the regulations are published, no one has a chance for these National Scholarships who is not already entered for a Higher Certificate Examination. This narrows the field. Secondly, the figure £80 is inadequate for maintenance. Even in the newer universities the cost of board and lodging (not counting vacations) and the necessary books and instruments could not be put at less than £100 per annum at present prices. At Oxford and Cambridge, the ex-service men who received a maintenance grant of £175 per annum are already finding it inadequate. The cost of rooms, of establishment charges, of tuition, have all been raised since the figure was fixed at £175. No arrangement can be finally satisfactory which allows the university student to piece together his maintenance precariously from as many as three or four different sources. As things are, he gets part from his old school, part from his college, part from the local education authority, and adds to these some odd grant from a City company or from some denominational fund. It is high time that the local education authority should make itself responsible for seeing that every student going up to the university from its area had his money made up to an amount which would see him through, without undue stinting or carking care and the need of eking out his resources by casual labour.

BEFORE the next academic year begins there will be an election for a new professor of French at the University of London, in place of M. Gustave Rudler, who has been appointed Marshal Foch Professor at Oxford. This may be regarded as a test election, and will prove if we are going back to the pre-war habit of giving our highest modern language posts to foreigners, however worthy, or of retaining them for our own native scholars. The latter practice has always been followed in other countries, and thus modern-language scholars have been encouraged to fit themselves for posts which reward them for their efforts. In this country there has been little inducement to continue work beyond what is necessary for an appointment in a public school or a minor professorship, often with a mediocre salary. This leads to a low level of attainments. There is a vicious circle, for there are many

Professorships of
Modern
Languages.

who excuse the appointment of a foreigner by pointing to the lack of native talent; and the native talent does not exist because of the fewness of posts open to it. When we restrict the chief professorships to English men or English women, there should be an increase in the number of students of modern languages who will seriously prepare themselves for them. Assistant professorships could always be held by foreigners, who could help in those parts of the subject wherein they are most useful. We are glad to note that the University of London has declared that no foreigner can hold this professorship unless he has such qualifications as would permit him to hold a similar post in his own country.

THE annual report of the Board of Education for 1918-19, which is now available, provides some startling figures as to the size of classes in State-aided secondary schools. The Board's ordinary rule is that classes should not exceed 30 and may not exceed 35, yet on October 1, 1918, there were 2,274 classes in 599 schools with more than 30 pupils, and as many as 144 with more than 35 pupils; more, that is, than during any year of the war. It has sometimes even been necessary, as an emergency measure, to teach two forms together, and thus practically double the normal numbers. This regrettable condition of things is due to the growth in number of pupils in secondary schools at a time when it is impossible to provide a corresponding increase of accommodation. The Board sanction the acquisition of additional temporary premises whenever they provide reasonably satisfactory accommodation, and their occupation does not put too great a strain on the staff of the school. But it is in the direction pointed out in the recent circular of the Board, referred to on page 529, that relief of a permanent kind is to be sought. The attendance should be discouraged of pupils who are not intending to stay at secondary schools until sixteen years of age for the completion of at least a four years' continuous course. The presence of such boys and girls absorbs much needed accommodation, while the benefits they themselves receive are very doubtful.

SOME idea of the degree of importance which is attached to a course of training for teachers in secondary schools by governing bodies and the heads of such schools may be gathered by placing side by side two sets of figures from the recent Report of the Board of Education. On April 2, 1918, the number of full-time teachers employed in the 943 schools then on the Grant List was approximately 12,887—5,631 men and 7,256 women. The number of training colleges recognized for the year 1918-19 as providing courses of training for secondary schools was 19, of which 12 were training departments of universities or of university institutions. The total number of recognized students who followed courses of training in these institutions during the year was 126, of whom 11 were men and 115 women. In urging their claims to be regarded as a profession, teachers should be prepared to answer the objection often urged—for example, by doctors and lawyers—that, in view of the small number of persons who are trained for it, teaching can scarcely be considered as a profession in quite the same sense as medicine and law.

Size of Classes in Secondary Schools

Training of Secondary School Teachers.

THE fourth-year students in the Department of Education at the University of Manchester appear, according to a report in a recent issue of the *Times Educational Supplement*, to have been taking things in hand of late, by initiating reforms of the present methods by which they are trained. What seems to have happened is that the time-honoured methods by which undergraduate instruction is given, streams of talk followed by terminal examinations, have been applied as a matter of course to these students. Whether those methods are good for *any* students in *any* circumstances is a question upon which in these days there can hardly be two opinions, but that they should still prevail in a training college of all places is somewhat surprising. That students generally are over-lectured and over-examined, and that far too little opportunity is given for the play of individuality is, we think, incontestable; and, if these evils exist in training colleges, the students may well exclaim "Physician, heal thyself!", for no training college lecturer would fail to denounce such methods when used in a school. We do not in the least believe that things are worse at Manchester than elsewhere. That the system at Manchester should produce such thoughtful suggestions from the students is proof enough to the contrary. The fact seems to be that university methods require candid criticism quite as much as do school methods, and, in the absence of any other means, it is well that the criticism should be supplied by the students themselves.

AS a step towards educational reconstruction, the Kent Education Committee have adopted the recommendation of their Joint Advisory Committee regarding the curriculum suitable for children up to the age of eleven or twelve years. It is suggested that, in the case of pupils transferred to secondary schools, no school should demand more, and no child should expect to gain admission on less, equipment. No attempt is made, perhaps advisedly, to define the type or scope of religious and moral instruction. It is taken for granted that in all cases adequate arrangements will be made for it. It is also assumed that the merits of good manners, care of person, cleanliness and tidiness, will be recognized in all schools. For the rest of the curriculum, an outline of what is expected has been drawn up, dealing with language (including English literature), and the arts of writing and reading, handicraft (including needlework and drawing), mathematics (including the elementary study of number and space), history, geography, nature study, music, and physical training. If the Kent Education Committee equip the children in their schools with the prescribed foundation of knowledge and culture, they will succeed in doing what our national system has endeavoured to do during the past fifty years.

THE statistics relating to higher elementary schools are of interest. Higher elementary schools are few in number. They are, as their name implies, a natural development of the system of primary education, and, as a rule, they are intended to afford facilities for selected pupils of some promise who desire to prolong their education beyond the age of compulsion. In thirty schools in 1918 there were 3,166 scholars, thirteen and under fourteen years of age; the following year there

The Elementary School.

Higher Elementary Schools.

were 2,218 between the ages of fourteen and fifteen so that about 30 per cent. left when they were legally exempt to do so. Of 2,046 scholars (fourteen and fifteen in 1918) 62 per cent. had left the schools before attaining fifteen years of age. In ordinary public elementary schools in 1917 there were 606,199 children between eleven and twelve; in 1919 there were 404,775 between the ages of thirteen and fourteen, so that over 200,000 left before reaching the age of thirteen; but of these something under 25 per cent. found their way into higher elementary and secondary schools. It seems as though there will be plenty of work for school attendance officers when full effect is given to the Act of 1918.

THE wisdom of the Standing Joint Committee on Teachers' Salaries in attempting to solve the vexatious problem by differentiating between different districts of the country must be regarded with some doubt. It may solve some difficulties only to create many others.

Scales of Salary.

The rate of remuneration for class teachers for the metropolitan area, it is understood, has been settled. But what is the metropolitan area? It is contended, with good reason, that a scale applicable to teachers employed in the County of London should be applicable to teachers in contiguous districts, and if that claim is admitted the authorities of the Home Counties will either have to adopt the metropolitan scale for the whole of their areas, or have different scales for different districts, which must inevitably prove a constant source of difficulty and discontent. The Education Committee of the County Councils' Association is of opinion that it is only practicable for each authority to administer one scale in its area, and the probability is that the policy pursued in the case of the Civil Service and the Police should be adopted in the service of education. That is to say, there should be one scale of salaries applicable, according to qualifications and requirements, for all teachers employed in State-aided schools, whether they teach in the remote village or in the City of London.

ALTHOUGH the staff value of uncertificated and supplementary teachers is so much less than that of their certificated colleagues, they represent 37 per cent. of the women teachers employed in public elementary schools. The number, however, tends to diminish. In 1913-14 there were 71,766 certificated women and 50,121 uncertificated and supplementary (a proportion of 41 per cent.). In 1918-19 the former figure had increased to 78,484, and the latter decreased to 46,014. The idealists demand that only trained and certificated teachers shall serve, and in the past the authorities have done what they could to satisfy the demand by reducing the staff value of the practitioners who are not fully qualified to, in one case, one-third, and in the other a little more than half that of the certificated teacher. It is obvious, however, that under present conditions it is futile to talk about disposing of the services of so-called unqualified teachers, and even under normal conditions it is doubtful whether the country would be justified in meeting the expense of so staffing the numerous small schools in county administrative areas. Therefore, it is natural for uncertificated and supplementary teachers to put forward claims for adequate remuneration. The Lancashire County Council has already departed from the Burnham scale by agreeing

to a maximum of £200 for uncertificated mistresses and £155 for supplementary teachers.

AGRICULTURAL Committees, under the Ministry of Agriculture and Fisheries Act, 1919, are now in process of formation in the different county administrative areas. The duties and responsibilities of these committees are considerable, and very soon, no doubt, new duties and additional responsibilities will be invented for them by one or other of the numerous departments of a tireless Ministry. Meanwhile, the County Council is permitted to determine whether the new committees shall or shall not relieve education committees of agricultural education. Certain county councils already appear inclined to favour the transfer. It is to be lamented, we think, that there should be any necessity for two executive authorities dealing with education in one area. The principle is unsound, and its adoption may lead to undesirable complications. It should be sufficient for education committees, before embarking upon any enterprise directly affecting the agricultural industry, to consult the County Agricultural Committee.

THE report of the Agricultural Instruction Committee for the County of Bucks, with the exception of one or two new departures, might have been compiled a little more than twenty-five years ago. In those far-off days county councils were designing methods of promoting technical instruction in accordance with the Act of 1889 with the proceeds of the Residue Grant. The rural districts of the counties were invaded by lecturers in agriculture, horticulture, and poultry keeping; the itinerant school for butter and cheese making was to teach British farmers to compete with the Dane; manorial trials and demonstrations were designed to prove to the reluctant rural mind the economic values of artificial fertilizers. All these things will be found in the Bucks report. The important new departure is a result of the war rather than of educational development. The Committee have been responsible for placing and training ex-service men under the Officers' Agricultural Training Scheme. Eighty-five applications were received, and twenty-two of these were subsequently withdrawn. Of the remainder, forty-two are in training. Fifty-two farmers offered to take pupils under the scheme, and forty-four were approved. It is stated that, on the whole, the men in training are applying themselves diligently to the work and giving satisfaction to those responsible for their training.

PAY OF ARMY EDUCATIONAL OFFICERS.—The normal annual rates of pay for officers of the Army Educational Corps are as follows:—Second Lieutenant, married, £394; unmarried, £320; after two years' service, £448 and £375 respectively. Lieutenant, married, £448; unmarried, £375; after seven years' service, £503 and £429 respectively. Captain, married, £622; unmarried, £517; after fifteen years' service, £667 and £562. Major, married, £768; unmarried, £684; after five years as such, £868 and £784. Lieutenant-Colonel, married, £1,242; unmarried, £1,184. These rates compare very favourably with those in civil appointments, and, indeed, open out a promising career to the teaching profession. On the formation of the corps, vacancies exist in all these ranks and, though no applicant may confine his application to a particular rank, the Board of Selection will place candidates according to their experience and qualifications in the rank for which they are regarded as being most suitable.

ARMY EDUCATION.

BY Royal Warrant on June 14, the Corps of Army Schoolmasters was disbanded and an "Army Educational Corps" took its place. This is not a matter of mere renaming: the change marks an important advance. The old army schoolmaster was a capital fellow in his way, but it was a somewhat narrow way. It was not merely that he was shut in with all manner of regulations: this he shared with soldiers of all ranks. The trouble was that he was a warrant officer with no prospects. Only in circumstances so exceptional as not to be worth considering could he rise to commissioned rank: so he resigned himself to his fate and concerned himself unwholesomely with problems of status and saluting. The new organization stops all that. To men of ability in the new Educational Corps a commission will come in the ordinary course of promotion. A new army schoolmaster may not carry a marshal's baton in his service kit, but he can now look forward to a possible lieutenant-colonelcy. To be sure, there are only twelve lieutenant-colonels in the corps, but the mere possibility of attaining such a rank transforms the whole position. The establishment approved for 1920-21 is made up of 428 commissioned officers, 297 warrant officers, and 298 sergeants. Of the 1023 that thus make up the personnel of the corps it will be seen that 42 per cent. are commissioned. The change is startling, though no doubt the way has been prepared by the gradual infusion of commissioned rank into the teaching service during war conditions.

Naturally interest will be centred on the possibility of easy passage from the sergeant to the warrant officer group, and from that to commissioned rank. So far as paper regulations go, the provisions of the Army Order appear to be quite satisfactory. In practice, probably the larger number of commissioned posts will fall to officers already commissioned and holding a university degree with honours; but ample provision is made for the commissioning of warrant officers of the Army Educational Corps who pass a qualifying examination. Just as in civilian schools there will always remain a large residuum of teachers who do not rise above journeyman work, so there will always remain a proportion of army schoolmasters who do not rise above warrant rank; but the open career for the really able will revolutionize the standing of the whole teaching body.

As an inevitable consequence, the tradition of the army school will be changed. Hitherto pipe-clay methods dominated. The rigid methods of teaching and discipline that marked the ordinary elementary school in the past flourished with special energy in the schools for army children. Indeed, in the old days the army teachers could almost beat the civilian teachers as tested by the bad standard that then held the field. The new organization will give the army schools a chance of catching up with the newer ideals of the civilian schools. For the new teachers are to be trained, and will thus have a chance of being brought into touch with all the fresh ideas and ideals. Every commissioned member of the Educational Corps who is appointed under the permanent conditions must have had a year's training and have obtained an educational diploma. The details of these courses and the examination connected with them are not yet available, but, from our knowledge of the educational advisers concerned, we can rely upon their being up to date. The Board of Education will see to it that the military education scheme is not permitted to become segregated once again into unintelligent isolation. It is not enough, however, that the commissioned ranks should be kept abreast of educational developments, so the non-commissioned teachers are also to have a two terms' course of training; and, though they are not to be called upon to take a diploma, there is no doubt that the work of the course will be efficiently tested. Further, promotion will lie along the lines that lead to the diploma.

But, important as is the work of training the Army children, the Educational Corps will have the still more serious work of providing suitable education for the soldiers themselves. In relation to the men, the Corps will have two main functions.

First, it must carry on their education in such a way as to increase their efficiency as soldiers. This part of the work will no doubt involve a certain amount of compulsory attendance on suitable classes. But the second function will be to improve the men as human beings and to prepare them for a useful place in civil life when their period of service is completed. This part of training will fall naturally into two parts, a general and a special. In all probability, the general part will be left quite optional. It is doubtful whether men over eighteen in the Army should be compelled to continue their education while civilians of a similar age are set free. With regard to the preparation for civil life, however, things are a little different. This would consist largely of vocational training, the preparation of the men to enter at once on some skilled occupation. A case could be made out for compelling all men who have no skilled occupation to acquire such skill and practical experience as is possible under Army conditions. This could be done towards the end of the service period, and the experience of Army people about the end of the war and during the post-armistice period is such as to warrant the expectation that such a training would be welcomed by the men. In any case, the prospect is full of hope. By the time the Fisher Act is in full operation, the recruits will all have had a good education as they have been able to assimilate, and the new Educational Corps will have material that has been to a certain extent sifted. The trained Army teachers will be thoroughly qualified, first, to estimate the possibilities of each case, and next to suggest the best course. The elasticity of the 14-18 period will be carried forward into military education.

THE DRAFT SCHEME OF THE LONDON COUNTY COUNCIL.

IN another part of this issue we direct attention to the main lines upon which the draft scheme of the London County Council, as required by the Education Act of 1918, has been conceived. For the mass of detail comprised in the scheme there can, of course, be no substitute for the document itself, but we propose to select for comment some of the points in which we think our readers will be specially interested. We may premise that the London authority, like some other large and progressive authorities, had, in a measure, anticipated the developments contemplated by the Act, and that in the devising of a general programme for the next ten years or so such anticipations are naturally taken into account.

The statistics show that the secondary schools of London are, as a whole, extremely full, and that some are seriously over-crowded. The pressure is mainly felt in the residential districts on the South side of the river. It is estimated that the publicly recognized secondary schools in London should provide accommodation on the basis of one per hundred of the population. The proposals for the supply of additional accommodation will increase the boys' places from 18,300 to 21,000, and the girls' places from 18,800 to 20,200. Even so, the figures fall short by about 1,500 and 2,300 respectively of the estimate of one place per hundred of the population. It is explained, however, that the proposals now put forward represent the minima which should be undertaken without delay. As to the private schools, it is clear from the few paragraphs devoted to them that, in one way or another, they will have to submit to inspection with a view to recognition—an arrangement which no good school needs to fear and which a poor school ought to fear.

As regards university education, the Council had, just before the outbreak of war, come to conclusions which were in substantial agreement with those of the Haldane Commission. Among the difficult questions to be dealt with are the relations between the internal and the external sides of the university and the relation to the Senate of the numerous institutions of university rank. As to the latter, the Council

will have to consider whether all applications for grants should be made through the Senate, with reports from the Senate as to the relative urgency of applications. In the view of the Council, a university course for all teachers should be aimed at, and we think the Council will pursue a wise policy if they adhere to their intention of organizing the existing training colleges in such a way as not to hinder their ultimate development into schools of the University.

We directed attention in April last to the provision of day continuation schools in London, and the scheme then commented on now forms part of the general scheme. As a first provision, 22 schools are to be established, each providing 360 places; but, as each pupil will attend only two half-days out of ten, this will allow for an enrolment of 1,800 pupils in each school. These 22 schools are to be opened as soon as possible after January 1, 1921. Manifestly such a scheme will need very careful administration and anxious watching during the early stages of its history. If these schools are to answer their purpose, it must be largely by way of personal influence; but it is clear that no principal of such a school can ever know the vast majority of his pupils. Only careful and skilful organization can overcome this difficulty.

Only a very brief paragraph is devoted to the problem of adult education, but we are glad to see that the Council fully sympathize with the movement and already support it financially. We are glad also to note that the Council are fully appreciative of the report of the Adult Education Committee, presided over by the Master of Balliol.

In the elementary department interesting references are made in the scheme to the future planning of schools. The suggestion is made that, whilst the administrative portions of buildings should be of a permanent character, the classrooms should be of light construction, susceptible of alteration, or even demolition, at a minimum of expenditure. This is a profoundly important matter, since there can be no question that bad methods of organization and teaching are apt to linger simply because existing buildings of solid and expensive structure are hopelessly unadaptable. The question of open-air teaching is an instance in point. To the Council's intentions regarding central schools, the upper classes in ordinary elementary schools, and school libraries, we have recently referred in these columns; and we are glad to note, in addition, that Shakespearean performances, to which the "Old Vic." has given so strong an impetus, are to receive definite financial support. Altogether, the Council are to be congratulated upon having produced a promising scheme, and upon having in some respects given a lead to the rest of the country.

THE MANCHESTER COLLEGE OF TECHNOLOGY.

PRINCIPAL GARNETT has resigned the principalship of the Manchester College of Technology. The questions raised thereby are of more than local importance. The policy of Principal Garnett has been to develop the Manchester Municipal School of Technology (as it was first called) into an institution of university rank. This was the original purpose with which the college was founded. The parallels of Charlottenburg and the Massachusetts Institutions of Technology at Boston were freely quoted at the time, and the Chairman of the Education Committee, with Mr. J. H. Reynolds (the first Principal), appeared before a Committee of the Privy Council in support of a proposal that the new University Charter for Manchester should provide for a Faculty of Technology. This was adopted, and the Principal of the College is *ex officio* the Dean of the Faculty of Technology of the university.

For many years the difficulty was to find a sufficient number of students of matriculation level to man the courses that were provided. Since Principal Garnett came on the scene, however, eight years ago, the number of such students has in-

creased more than sixfold, and the standard of the degree work has risen markedly. Last year there were 560 full-time university students in the College of Technology. Following this policy, Principal Garnett has been able to attract professors of such calibre as Professors Miles Walker and Gerald Stoney to the college. What the higher level has meant to the country during the war is set forth in a special volume of record published at the instance of the War Office. What it means to the great engineering and textile industries centred in Manchester one need not particularize. Manchester, at any rate, does not question it, for, though it has been slow to respond to the appeal of the university, it raised some £120,000 for the College of Technology without any beating of tom-toms. At the same time, the college has provided day apprentice classes, and has no fewer than 4,500 students in attendance in the evening.

Now the Education Committee have decided to curtail the university side of the work by restricting the entry next October to 80 students, plus the scholars elected on the present Higher Certificate Examination. The Principal contends that there is room for 240, and, rather than see the work truncated to which he has applied himself with so much devotion and success, has resigned. The College of Technology is unique in this country as an institution of university standard governed by a local education authority. Such a *dénouement* makes one doubtful as to the capacity of a local authority to undertake such a duty. Indeed, this would seem to be a case which would properly be handled by one of those Provincial councils which were foreshadowed in Mr. Fisher's first Bill, but dropped in the second. An institution which serves a whole district should be managed and supported by the district as a whole. The future of the Manchester College is, indeed, a matter of national concern. Before the war there were only 5,000 full-time students of science and technology in the United Kingdom, as against 17,000 in Germany and 34,000 in the United States. On all sides industry calls out for technical experts and scientific research. One speaker at the City Council stated that a firm of engineers which wanted 130 highly trained men of the kind that could only be supplied by the Manchester College of Technology or from the Imperial College of Science, could not secure more than 28 men sufficiently advanced for the purpose. This shortage of trained men, already making itself felt before the war, accentuated by the loss of so many young university men in the war, will be more serious than ever now as the result of this reversal of policy on the part of the Manchester Education Committee.

But another question is raised, which is no less serious. The whole development of our education is put in the hands of our local authorities. What sort of men are needed to carry it out? Clearly the time calls for purposeful pioneers, men of architectonic gift, the creative ability and directive mind. But such men will not submit to be treated as Principal Garnett has been treated by his local education authority. Because of a letter written to applicants for admission, in which he reflected indirectly on the policy of his Committee, Principal Garnett's conduct was censured as "reprehensible, and an act of disloyalty which must not be repeated." Further, though the Principal expressed his regret, this resolution was communicated to the Press without a word of explanation, without even producing the letter to which it referred. No man of spirit will submit to treatment like that. If local committees want tame rabbits, they may have them; they will get them cheap. But, if they wish for men of spirit, the only men who can serve the national purpose which these local bodies are empowered to carry out, they must at least treat them as Principals, not as subordinates.

CAMBRIDGE LOCAL EXAMINATIONS.—The July Cambridge Local Examinations were held at 255 Centres in the United Kingdom and 15 Centres in the Colonies. The total number of Preliminary, Junior, Senior, and Higher School Certificate candidates is 9,084. The Regulations for 1921 may be obtained from Mr. J. H. Flather, Syndicate Buildings, Cambridge.

PERSONAL PARAGRAPHS.

MR. E. BARKER, Fellow and Tutor of New College, Oxford, whose appointment to the office of Principal of King's College, London, in succession to the late Dr. R. M. Burrows, has received the approval of the King, is an Old Boy of Manchester Grammar School and a native of Cheshire. He entered Balliol as a scholar and took a First in Honour Moderations, a First in Greats, and a First in the School of Modern History. He became Craven Scholar and a Fellow of Merton College. Among his publications are included "Ireland in the Last Fifty Years," "Mothers and Sons in War Time," and "The Future Government of India." He has also been a contributor to the Encyclopædia Britannica and the Cambridge Medieval History.

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THE appointment of Mr. P. J. Hartog, Academic Registrar of London University, as Vice-Chancellor of the new Dacca University in Bengal, is in conformity with the spirit of the recommendations of the Sadler University Commission that the Vice-Chancellor should be an officer of academic standing, distinguished record, and ripe experience—one who would be equal to the heavy responsibility of creating the University as a living reality. Since his appointment as Academic Registrar in 1903, Mr. Hartog has worked unsparingly for London University, and many of the advances made on its teaching side have been due to the policy which he set up. He has been largely responsible for the movement for unification which has characterized the recent development of the University, and he took a leading part in the promotion of the Paris-London Universities Entente of 1906 and 1907. It was his organizing power and enthusiasm which overcame the difficulties met with in the creation of the London School of Oriental Studies. London University can ill afford to lose Mr. Hartog, but his valuable work on the recent Sadler Commission and his sympathetic knowledge of Indian needs, together with his personality and experience, serve to emphasize the foresight shown in appointing him to his new position.

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MR. C. B. HEBERDEN, who has resigned the principalship of Brasenose College, Oxford, after thirty-one years' tenure, received his early education at Harrow, and began his university career at Balliol College in 1869. He took first class in Classical Moderations and also in Lit. Hum. Appointed Fellow and Lecturer of Brasenose in 1872, he became tutor and proctor in 1881, vice-principal in 1883, and principal in 1889. He was formerly a member of the Hebdomadal Council, and from 1910 to 1913 he filled with distinction the position of Vice-Chancellor.

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THE impending resignation of the Rev. Owen Prys from the principalship of the Theological College, Aberystwyth, announced in the press, will be received with general regret. During his thirty years' tenure as principal he has been mainly responsible for many changes. The college was transferred from Trefecca to Aberystwyth with the view of securing the advantages arising from close proximity to a university college, and the creation of the theological faculty contributed largely to the advances made in the post-graduate work of Welsh theological colleges.

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THE REV. W. HOLLOWELL, head master of Calday Grange Grammar School, West Kirby, since 1891, has resigned his position to take up the living of Christ Church, Higher Bebington, in the gift of the Dean and Chapter of Chester Cathedral. Mr. Hollowell was educated at Owens College, Manchester, and Trinity College, Dublin, and was formerly a member of the staff at Warrington Grammar School.

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MISS STEPHEN is resigning the principalship of Newnham College in October next. The Governing Body have appointed

as her successor Miss B. A. Clough, a niece of Miss A. J. Clough, first principal of the college, who was a sister of the poet, Arthur Hugh Clough. Miss Clough has been tutor-in-charge of Clough Hall since 1896, and vice-principal of the college since 1917.

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MISS E. M. TALBOT has been appointed Principal of Cherwell Hall Secondary Training College for Women, Oxford. Miss Talbot took the Final Honours School of Natural Science, Oxford, Class I, and the Oxford Diploma in the Theory and Practice of Education with distinction. Since 1919 she has been tutor to the women students under the Delegacy for the Training of Teachers in the University of Oxford.

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DR. GODFREY H. THOMSON has been selected by the Council of Armstrong College, Newcastle-on-Tyne, to occupy the Chair of Education, rendered vacant by the resignation of Prof. Mark Wright. Dr. Thomson, who is a D.Sc. of Durham and Ph.D. of Strasburg, had a distinguished career at the University of Durham. He entered with the Senior Entrance Exhibition, and obtained the Junior Pemberton Scholarship at the end of his first year, the Charles Mather Scholarship in his second year, and the Pemberton Fellowship on the completion of his third year. He has had a considerable experience in teaching, and has been on the staff of the Teachers' Training Department at Armstrong College since 1906. He has contributed largely to scientific and educational literature, and has conducted valuable research work.

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THE Council of the Teachers' Guild have appointed as their new general secretary Captain A. J. H. McCleesh, head master of the Royal Hibernian School, Dublin, and inspector of Army schools. Captain McCleesh is taking up his duties this month; and he has also been appointed secretary to the Conference of Educational Associations, which will hold its next meeting in January at University College, London.

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MR. J. JAMES, who is to be the first director of education under the Barnsley Education Committee, has held the office of secretary and director of education for Cardiganshire for the last twelve years. Mr. James is an old boy of Llanarth School, Cardigan, and a former student of Aberystwyth College. He graduated B.A. London (Hons. English) in 1895, and M.A. (Classics) in 1900, and he has had experience in teaching at Beaumaris County School and Barry County School.

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THE REV. A. D. CLARKE, sixth form master of Birkenhead School and formerly of Merton College, Oxford, has been appointed principal of Bolton Church Institute School. Mr. Clarke, who is a gold medallist of Christ's Hospital and a prizeman of Merton College, Oxford, took second class Classical Moderations 1901, and third class Lit. Hum. 1903. He was formerly on the staff of Dane Court Preparatory School, Parkstone, and previously an assistant at Leigh Grammar School.

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DR. W. EDKINS, head master of the High Pavement Secondary School, Nottingham, since 1918, has been appointed head master of the Accrington Secondary School.

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THE KING has approved the appointment of Mr. William Graham, M.P., to be a member of the Cambridge Committee of the Royal Commission on Oxford and Cambridge, in the room of the Right Hon. Arthur Henderson, M.P., resigned.

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THE EARL OF SELBORNE has been elected by the Fellows of Winchester College to be Warden of the College, in succession to Mr. J. P. Smith, who has retired, after holding office for the usual period of five years.

ONLOOKER.

TOPICS AND EVENTS.

REMOVAL OF BOARD OF EDUCATION OFFICES TO WHITEHALL.—The official address of the Board of Education is again Whitehall, London, S.W.1. The official telephone number is Victoria 9800. The Medical Branch of the Board is at Cleveland House, 19 St. James's Square, S.W.1. The Pensions Branch is at the Science Museum, Imperial Institute Road, South Kensington, S.W.7. The Examinations Section of the Board is housed at 49 Cromwell Road, South Kensington, S.W.7. The office of Special Inquiries and Reports and the Library will remain for the present at the Victoria and Albert Museum. With these exceptions, the whole of the Board's administrative staff is housed in King Charles's Street, Whitehall.

REGULATIONS FOR SECONDARY SCHOOLS.—The Board of Education have decided to make no change this year in the regulations for secondary schools. The regulations in force for the school year 1919-20 are therefore continued for the school year 1920-21. They recognize that certain provisions of the regulations may call for reconsideration at an early date, but this cannot advantageously be undertaken until the Board have before them the recommendations of the Committees on the Teaching of Classics, on the Teaching of the English Language and Literature, and on Scholarships and Free Places. The Board, however, call the serious attention of local education authorities and school governing bodies to the great waste of public money and educational effort involved in the withdrawal from secondary schools of so many pupils before they reach the age of sixteen—that is to say, before they reach the age at which the distinctive influence of the secondary school takes full effect upon the pupil. Now that the schools are crowded, and numbers of children have to be refused admission, the mischief of premature withdrawal is aggravated; for those who leave early are not only themselves failing to take advantage of the opportunities which the schools offer, but are keeping out others who might do so. The Board aim at securing that a much larger number of children shall be enabled to receive full-time education after the age of fourteen, and believe that the provisions of the Education Act of 1918 will greatly facilitate the attainment of this object; but it is not the policy of the Board that the secondary school should be diverted from its proper function, and they cannot acquiesce in a continuance of the waste of the available accommodation in secondary schools, the rapid augmentation of which in present circumstances is peculiarly difficult. The Board give notice of their intention to take steps in the regulations for 1921-22 to make their grant dependent upon the school-life of the pupils extending at least to the age of sixteen, except where adequate reason can in individual cases be shown for earlier withdrawal, and they will be glad to learn in due course what steps local education authorities and school governing bodies have taken, or are proposing to take, to comply with this condition.

THE ESPERANTO CONGRESS AT THE HAGUE.—The International Esperanto Congress will take place at The Hague from August 8 to 15, and a successful and important meeting appears to be assured. As evidence of the interest now being taken in the international language, it may be mentioned that the Secretariat of the League of Nations is sending an official delegate to The Hague Congress to report upon the suitability of Esperanto for international purposes. Among the ordinary members of the Congress some twenty countries will be represented. The British Esperanto Association, 17 Hart Street, London, W.C.1, will give further particulars to inquirers.

THE UNITY HISTORY SCHOOLS.—The Schools arranged by Mr. F. S. Marvin, Staff Inspector of the Board of Education, will be held again this year at Woodbrooke, from August 14 to 23. The subject will be "The Path to Peace," and will form a historical introduction to the League of Nations. The general idea is to present the earlier steps of a process which, in our time, has culminated in the inauguration of the League by the recent Peace Treaty. All inquiries should be sent to the Hon. Sec., Mr. Edwin Gilbert, 78 Mutley Plain, Plymouth.

THE SELBORNE HOLIDAY PROGRAMME.—The Selborne Society's Ramble Section (83 Avenue Chambers, W.C.1) announces its holiday programme, which comprises (a) a week on the Thames by private launch (August 16 to 21), preceded by a visit to Oxford, (b) a motor tour to Wiltshire, Dorset, and Hampshire (September 6 to 11). Full descriptive accounts will be given, permission having been obtained to visit many places not usually accessible, and all arrangements will be made for those attending. These tours are

being held during school holidays, to enable teachers to attend, and special consideration will be given to their requirements.

CENTRAL SCHOOL OF SPEECH-TRAINING.—The Dramatic Examinations of the Central School of Speech-training and Dramatic Art were held in July for the first time, under the direction of the Council of the Actors' Association. The examiners were Miss Helen Haye, Mr. Fisher White (appointed by the Actors' Association), Miss Lena Ashwell, and Mr. Lewis Casson; and on the final day, when the programme consisted entirely of Shakespearean selection, Mr. Ben Greet. The only prize given in the school, the Gold Medal, was won by Miss Margaritha van Holsteyn.

THE MEETING OF PROFESSORS OF ENGLISH.—The University of London is to be congratulated on the enterprise which made possible the valuable conference between American and British Professors of English last month. The Government, the British Academy, the Lord Mayor, and many learned associations all assisted in providing opportunities for the delegates to come into contact with kindred minds and to see places and objects of interest to scholars. The social functions were, however, only an addition to the serious work of the conference which met for five sessions. Points of immediate importance and special interest were discussed. American teachers gave the results of their experience and told their English colleagues of the development of English studies in the universities of the United States. English scholars and teachers presented the British point of view, and gave an account of the activities of some of the learned societies working for the common object of furthering scholarship and widening knowledge. Perhaps the most striking fact which emerged was that, whilst the bulk of English speakers seemed to regard the classics as the pivot of humanistic studies, the American delegates pointed out that in the United States the study of English had taken this central position. In America they believe that English should be a compulsory subject in every university course, and one delegate was able to speak of the valuable work in English which was being carried on in a large School of Technology. Valuable information was given concerning the School of Play-writing at Harvard University by its originator and director, Prof. G. P. Baker, and the School of Journalism at Columbia University by Prof. J. W. Cunliffe. That the work of the conference should have permanence, a joint Anglo-American Committee of ten was set up to act as a clearing house for research and to serve as a link between English scholars on both sides of the Atlantic. It was obvious that, whilst the points of view of English and American teachers of English are in many respects much closer than one might have expected, there is much that each group can teach the other. Ideas were exchanged in private as well as in public, and every delegate came away with the assurance that whenever he crossed the Atlantic he would be welcomed by friends in his own profession.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN.—Representatives of nearly all the civilized countries of the world attended the first Conference of the International Federation of University Women which was held, from July 12 to 14, at Bedford College. The United States and Canada were particularly strongly represented. It is only within the last few months that the idea of a world-wide league of educated women has become known in other countries, but the general response has been prompt. The speeches and discussions at the meetings were characterized throughout not only by lively intelligence and apprehension of the various subjects under consideration, but also by an unmistakably sincere desire that nothing should be allowed to hinder the growth of international relations that could be prevented by the exercise of good feeling and good sense. The aims of the Federation were admirably outlined by the President, Prof. Caroline Spurgeon, of Bedford College, in her opening speech, and she was ably supported by Dean Virginia Gildersleeve, of Barnard College, New York. Lord Grey of Fallodon, who is thoroughly in sympathy with the objects of the Federation, gave an address on the same occasion on "The Value of Knowledge in International Relations." Reports on the systems of higher education for women prevalent in the countries represented were made and the constitution and by-laws of the Federation considered and adopted. The central office is established at 50 Russell Square, W.C.1, and the Secretary will be glad to supply information as to the schemes for international scholarships, interchange of lecturers and teachers, and the organization of hospitality for foreign students in each country to any interested inquirers. The President of the Federation, Prof. Spurgeon, is herself going to America this autumn as an "exchange" professor to lecture at Barnard College, and during the

spring three representatives of the British Federation of University Women (Prof. Spurgeon, Prof. Winifred Cullis, and Dr. Smedley MacLean) visited the States as the guests of the Association of Collegiate Alumnae and spoke on the work of the International Federation in the universities and women's colleges. The next Conference of the Federation is to be held in 1922 at whatever place is established as the head-quarters of the League of Nations.

A PERMANENT LINK WITH FRANCE.—For the past ten years a valuable work has been quietly carried on in London by the French Institute, or, to give it its full French title, "L'Institut Français du Royaume Uni," which is linked with the University of Lille. It has acted as a centre of French culture in this country, and the value of its work in strengthening the Entente has been recognized in a practical manner by both the British and the French Governments. Its headquarters, which were formerly at Marble Arch House, have been removed to Cromwell Gardens, where a block of houses, facing the Victoria and Albert Museum, has been placed at its disposal. The alterations necessary to fit the premises for the varied work of the Institute are nearing completion, and arrangements are being made for their formal opening in the early autumn by a distinguished Frenchman whose name we are not at present at liberty to divulge. A great expansion of the work undertaken by the Institute is in contemplation. *Lycées* for boys and girls are being organized, in which children of both English and French parents will receive instruction by highly qualified French teachers on the best modern French lines. There will no longer be any need for parents to incur the risk and expense of sending their sons and daughters to France to complete their education; they will be able to have them thoroughly prepared in London for French degrees. Courses of instruction in the French language will be given to adults, and advantage is already being taken by the Post Office and the Institute of Bankers of the facilities offered by the Institute in this direction. The Council intend to make a feature of the popular evening lectures which will be delivered in French on a variety of subjects by competent lecturers. When completed, the Institute will possess a hall capable of seating between 300 and 400 persons; a library furnished with some thousands of volumes of classical and contemporary French literature and the leading Paris and French provincial journals; while the handsome reception and writing rooms will answer all the purposes of an Anglo-French club.

KEBLE COLLEGE JUBILEE.—There was something quite medieval in the splendour and lavishness of the hospitality given by Keble College to its past members on the occasion of the Jubilee which was celebrated on June 22, too late for us to notice it last month. About one thousand old members of the College took part in the proceedings, which had been arranged with care by the authorities, assisted by the arduous efforts of the undergraduates. The Bishop of Winchester, the first Warden of the College, preached the sermon at the service held partly in the quadrangle and partly in the chapel. In his sermon, he said that the College had become an historic institution with a past behind it, and that to-day they thanked God for many hopes fulfilled, for work accomplished, for position recognized, and usefulness acknowledged. After the service a presentation was made in the quadrangle to the late Warden, Dr. Lock, now Lady Margaret Professor of Divinity, who had been connected with the College for fifty years and who for twenty-three years had been its head. Some 500 assembled in the College hall to luncheon, the remainder being accommodated in a marquee in one of the quadrangles. The Warden (Dr. Kidd) presided, there also being present the Vice-Chancellor, the Bishop of London, Sir Charles Oman, the Bishop of Winchester, the Presidents of Magdalen and Corpus, Prof. Medley, and Canon Newbolt. The Vice-Chancellor read a letter from Lord Curzon, expressing his great regret that, owing to the Conference at Boulogne, he would not be able to be present at the Jubilee. "I had looked forward," wrote Lord Curzon, "with real pleasure to the opportunity of testifying to the great services which Keble College, under the guidance of a singularly able and devoted series of wardens and tutors, has rendered to the University, to the Church, and to the cause of higher education. . . . The College has during the fifty years of its life set a standard, created a tradition, and provided a teaching that has never been surpassed in the corresponding history of any academic institution. Keble now stands solidly founded not merely in the affections of its sons, but in the admiring respect of the entire community, whose confidence it has won not by promise but by achievement. . . ." The Vice-Chancellor then proposed the toast of the College, to which the Warden and the Bishop of London responded. In the marquee the Provost of Oriel proposed the toast of the College in an eloquent and witty speech, which was replied to by the Primus

of Scotland and Lord Hugh Cecil in speeches no less brilliant and humorous. A meeting was held, at which it was decided to form an association of old Keble men for the purpose of keeping touch with the College and of providing a scholarship for the sons of old Keble men and assisting any past members of the College who might have become in need of help.

THE KINEMA IN THE TEACHING OF GEOGRAPHY.—A valuable investigation of the use of the kinema in geographical teaching has been carried out by members of the Northampton Branch of the Geographical Association. With children under eleven years of age a series of oral tests proved conclusively that those who saw films gave much better descriptions than those who did not, whilst those who had lessons previously to the showing did far better. With children of eleven to twelve, twelve to thirteen, and thirteen to fourteen, more elaborate experiments were made. Three groups of children (*a*, *b*, and *c*) of each of these ages were selected, and two selected films showing "Lumbering in the Sierra Nevada" and "Orange Growing, Cleaning, Sorting, and Packing," were used. The children in Group *a* had a lesson on the subject of one of these films and also had the film explained to them beforehand; those in *b* had no lesson and had no previous knowledge of the title of the film; whilst those in *c* did not see the film at all, but had a lesson supplemented by the reading of a selected description. Four days later the children were required to write descriptions; all proved to be good, *a* being slightly better than *b* and *c*. Six weeks later, further descriptions were required, and *a* were much better than those of *b* and *c*, which were of equal value. An additional experiment was tried with those of thirteen to fourteen years. Without previous warning, descriptions of orange culture were required from those who had seen the film but had no lesson, and also from a group of children in the same class who had neither seen the film nor heard the lesson. The descriptions of the former were only a little better than those of the latter, who had apparently gained their information by previous questioning of the others out of sheer interest, or from external sources such as the *Children's Newspaper*. It would seem that, once a child can form correct impressions from maps, descriptions, books, &c., films are of value only occasionally, and for purposes suited to special cases. The descriptions written after a further experiment in which the children were shown four equally attractive films on the same occasion, showed that, whilst those of the first film were good in every case, those of the last were poor. From this, the Northampton investigators conclude that not more than two films of ten to fifteen minutes each should be shown at any one time, and they recommend that the second should be one of general interest. We congratulate the Northampton Branch of the Geographical Association. Not until there exists something approaching agreement as to what is the most useful type of film for educational purposes, and how it should be used, will it be possible to ensure an adequate supply.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

New York has strict rules to enforce compulsory attendance at school. Now, New York is acute-minded, and perceives that children cannot be compelled to attend school if there are no schools, that there will be no schools if there are no teachers, and that there will be no teachers if men and women can earn more by unskilled labour than by teaching. Accordingly, New York has decided to save the children by fixing an attractive scale of salaries for those who instruct them. The minimum salary of an elementary teacher is to be 1,500 dollars; the maximum for grades kindergarten to 6 B, 2,875 dollars, and for grades 7 to 9, 3,250 dollars—the amount of increase ranging from 600 to 1,570 dollars. Classroom teachers in high schools will receive from 1,900 to 3,700 dollars. Elementary-school principals are to begin with 3,700 dollars, and to reach 4,750 dollars in five years. Principals of high schools will get 5,500 dollars in their first year of office, and in three years be advanced to 6,000 dollars. How many head masters of secondary schools in England can claim £1,200 a year after a triennium of service? New York offers to our educational authorities a noble example!

During the war thoughtful observers were amazed at the ease with which public opinion was manufactured in all the belligerent countries. Prohibition has been carried in America rather by factitious sentiment than through a consensus of deliberate individual judgments. "A

How New York
deals with
"A Shortage of
Teachers."

The Making
of Opinion.

the present moment," says the Statement of Principles formulated by the American Religious Education Convention at Pittsburgh, "political and economic interests have at their disposal an effective technique for the making of public opinion. This technique includes the choice of facts that shall be allowed to reach the public; it includes also constant and often subtle appeal to emotions and prejudices. The whole constitutes an art of making up other men's minds for them." Both in America and in England the cinema is a powerful means of persuading the masses, and you may damn the character of a nation in the eyes of a nation by films of imaginary bestiality. It is time to protest against this herding of the blind, which, justly estimated, is indicative of a low standard of civilization. The only propaganda that education can approve is one which addresses itself to the reason of the individual. We should teach our children that their best opinions are those which they form for themselves, whilst we supply them with the means of rectifying continually the judgments to which they have come. Life should be, even for them, a quest of Truth. Too often in the past has the school treated passive receptivity as a virtue and intellectual curiosity as a crime.

Experimental psychology continues to excite much interest in the United States. At first it sought chiefly to measure the attainments of children in the group, and to analyse the results with a view to the improvement of class teaching. Dr. Buckner ("Educational Diagnosis of Individual Pupils," Teachers College Contributions, No. 98) has been investigating the possibility of "diagnosing" individual cases, so as to prescribe specific mental work for every child. Seventy-two boys in the experimental academic junior high school, recently organized at the Speyer School of Teachers College, furnished the subjects for the investigation. Eleven standardized educational and psychological tests and scales were administered to this group at three different times—February 1916, February 1917, and June 1917. But again we are met with vague results. The author finds "a considerable amount of relation between the ability of these pupils to achieve in these tests and the consistency or lack of variability in their achievements." In spite of disappointments, we believe that experimental psychology will have much influence on education in the future. At present it is in the embryonic stage. And it must be put before the public in a literary form—its Huxley has not yet come.

On February 1, 1919, the Carnegie Endowment for International Peace approved the scheme of the Institute of International Education; for internationalism in education will make for peace. The Institute has published its first Annual Report. It acts in co-operation with the American University Union and the American Council on Education. Among its functions are the sending of American professors in their Sabbatical years to represent America abroad, and the exchanging of students—college or school. Moreover, it has established bureaux in foreign countries, entertained foreign delegations, helped in the organization of international clubs, and published several helpful lists and descriptive pamphlets for the purpose of facilitating international educational relations. The seat of the Institute is 419 West 117 Street, New York City.

A recent protest has roused discussion in England on that hoary pedagogic theme—corporal punishment. America, too, has been examining it. Whilst, it is found, the statute books of at least twenty-five States of the Union still permit the teacher to administer corporal punishment to the unruly pupil, the school authorities of those States frown on the use of the rod except in very unusual instances. In many States the statutes are silent on the matter. There is high classical warrant for coercion by pain. The Stoic philosopher Chrysippus approved it. Horace's teacher, Orbilius, was *plagosus*, or prone to the tawse. Juvenal was caned on the band; and we are prepared to argue that Martial, who began to write epigrams as a boy, ought to have been birched if he was not. Fortified by old tradition, the English "grammar schools" taught with a free expenditure of physical energy; and it is a curious fact that the inculcation of Latin and Greek has always involved more violence than the teaching of mathematics or science. But for long the wish of good and wise men has been to put corporal punishment into the background, to appeal more and more to the reason, to invent new methods of attack upon folly, vice, and ignorance. Nevertheless, we doubt whether a commission of experienced head masters would recommend the total abolition of the cane. There are evils which it is better to crush by dubious means than to leave uncrushed; and subordination is a civic duty which the school must impress on the child in the kindest possible way, and yet ineffaceably.

FRANCE.

July and August are the sacred months of holiday courses, and in these courses German continues to be a prominent subject of instruction. In Switzerland the University of Basel has invited students and teachers, as in 1919, to browse for six weeks on German; in Alsace, at Strasbourg, the practical courses in German for Frenchmen and foreigners, which began with July, will end with September. To learn German, French schoolboys are being welcomed at Mainz by the head master of a French *lycée* there. The war struck heavily at German in French schools; but last year the October *rentrée* showed an increase in the number of pupils taking up the language. Candidates in the entrance examination for the Polytechnique and Saint-Cyr have been allowed since 1916 to choose between German and English, and most of them took the latter as easier; the Minister of War has decided that, from 1923, both languages shall be obligatory; for French engineers and officers must not be ignorant of either. The Association of Modern Language Teachers regards the decision with approval, whilst head masters of *lycées* would have it recalled, as being injurious to general culture. It is a French quarrel, not ours. Perhaps in English education languages have hitherto occupied too large a space. But as for German, no true man of science would advise contempt of the science unfolded in German; and in literature, even if the Germans ceased to be productive, they would have left imperishable memorials, to ignore which were sheer foolishness.

GERMANY.

During the War Germany was for most of us a sealed book. Now that the seals are gone, there are strange things to be read in its pages. Thus we learn that the war was caused by the German school. How so? you will ask. It made Germans—the common man, the artisan, the *Kaufmann*—so efficient that England could no longer compete with them in the markets of the world, and therefore called on France and Russia to crush them. "Die englische Bildung reichte eben nicht mehr aus, um dem deutschen Wettbewerb auf die Dauer erfolgreich begegnen zu können," says *Pädagogischer Jahresbericht* (1914-15, page xiii). Now nothing is left to Germany but her Idealism, and—"Von der Macht der idealen Kräfte legt nichts so sehr Zeugnis ab wie die Tatsache, dass der angelsächsische Mammonismus, der die Weltherrschaft antreten will, sich einen idealistischen Mantel umhängt"—Nothing attests the strength of ideal forces so strongly as the fact that Anglo-Saxon Mammonism, seeking now to dominate the world, hangs about itself a cloak of Idealism (*Zeitschrift für den deutschen Unterricht*, xxxiii, 12). But did not "the Siegfried of German Idealism" flee from his own soldiers? We give these two samples of German opinion because they occur in educational journals, and in order to deplore them. It is not for us to perpetuate bitterness.

German *Volksschullehrer*, or primary teachers, sustained a hard blow lately in respect of the category in which they were placed for salary. A theme of more general interest is the *Reichsschulkonferenz*, or Imperial School Conference, which, after several postponements, met on June 11. Not fewer than six hundred schoolmen, in addition to Government representatives, sat for ten days in the Reichstagsgebäude at Berlin—a session inconceivable in the old days, when the *Reich*, or Empire, recognized no duty or responsibility in connexion with German education as a whole. The three foremost subjects on the programme were: (1) the different kinds of school, their organic combination into an *Einheitsschule*; (2) questions of method and the significance of the various school subjects for education in general; (3) teachers, the training of teachers, participation of teachers in the conduct and administration of schools. In the discussions, marked opposition was shown between progress and reaction; on the subjects specified no decisive vote was taken. Nor would any resolutions have had binding effect, although the Conference was to elicit opinion that would determine the form of the new *Reichsschulgesetz*, or Imperial School Law.

Special committees worked on each subject proposed for consideration. From the principles laid down by the committee that dealt with the training of teachers we give brief extracts. All teachers form one class (*einen einheitlichen Berufsstand*), but, from the training received and the schools in which they serve, they resolve themselves into a series of main types. They all are to receive their basic preliminary training, in common with those who are preparing for other scientific, artistic, or technical careers, in general secondary schools leading to the university. The vocational training of teachers of every sort should be done in a *Hochschule*, the training being in its essential principles alike for all, but varied according to the type of teacher; for the *Volks-*

schullehrer it should last at least three years. In all cases this vocational training would comprise two parts: a general, pedagogic training, and a special (scientific, artistic, or technical) training. The pedagogic training should be carried on at a university by means of more or less independent institutes calculated to attract university teachers to this special task. Pedagogic *Hochschulen* ranking and equipped as universities would be allowed, but not the isolation of the *Volksschullehrer* in academies organized for them alone. Every *Volksschullehrer* must complete his training by taking up, at his own free choice, some special subject, scientific, artistic, or technical ("scientific" in the wide sense of the German *wissenschaftlich*). Teachers of every sort must have opportunities at the *Hochschule* to make acquaintance with the young of every social class. The training of women teachers should follow the same lines as the training of men; but for the women special courses of instruction in women's work must be arranged. Existing training colleges will be abolished by degrees, their extinction being completed by 1927.

It is progress in the air—a revolution on paper—you will say.

Comments. But those who know Germany best will best understand the significance of the changes proposed. The difference between *Oberlehrer* and *Volksschullehrer* is to go; every teacher is to be, as we have said, an apostle of *Wissenschaft*. The movement in Germany can hardly fail to produce an impulse in other lands.

CANADA.

The Ontario Report for 1919 states that, whilst the schools of the Province did not escape all the evil consequences that came from the all-disturbing War, they passed through the ordeal successfully. The year was marked by the passing of the Dominion Technical Education Act, which sets aside ten millions of dollars for the promoting of technical education in Canada, and of the Adolescent School Attendance Bill, by which provision is made to continue the education of the 80 per cent. of Ontario children whose training has hitherto ended in the public schools. Education in general thrives throughout the Province. That the schools supply stimulus to learn as well as teaching is indicated by the fact that the use of public libraries has doubled in the last ten years. Seventeen new public libraries were opened in 1919.

Inspector Waugh (Public and Separate Schools) writes words of more than local reference and of sage foresight. We quote in full the last paragraph of his Report. "The past two or three years have witnessed great changes in the educational system of the Province, especially in the direction of effecting new contacts between the home and the school, between the outdoor life of the child and his life in the school, between the world of things and the world of books, and it will be some time before the new content of the curriculum can be properly blended into the general course. Nature study, art, music, and hygiene will, as time goes on, present less and less the appearance of weighing down an overloaded curriculum, and will be found to have the effect of lightening and enlivening the studies which have for generations constituted the groundwork of education. In these strange and striving times, in the universal upheaval and unrest, it will be necessary for the educational worker carefully to observe the currents and cross currents of public opinion, the trend of the economic changes now taking place, the changing web of the whole social fabric. It will be necessary for him to reconstruct his theory and practice to suit whatever appears likely to be permanent and fundamentally sound in these changes, and perhaps not less necessary to resist to the uttermost what is merely specious and ephemeral. The world to-day looks to the schools more than to any other agency to heal and guard the past, and to direct and stabilize progress in the future."

PUPIL TEACHERS IN ARMY SCHOOLS.—It is officially announced that the employment of boy pupil teachers is not contemplated under the scheme of the Army Educational Corps, and that no new candidates will be accepted for such appointments. It is also announced that no new appointments as acting girl pupil teachers are to be made; but that acting pupil teachers appointed prior to April 7, 1920, will continue in their present employment, at the appropriate rates of pay, until they become paid pupil teachers or terminate their engagements. When no vacancy exists for a paid pupil teacher, supernumerary pupil teachers (without pay) may be employed at the discretion of the O.C. schools, in order to allow suitable girls, between sixteen and twenty-one years of age, who desire to become army schoolmistresses to gain experience of teaching in army schools.

CORRESPONDENCE.

THE AMBLESIDE METHOD AND SECONDARY EDUCATION.

To the Editors of *The Journal of Education and School World*.

SIRS,—The writer has already upon several occasions directed attention to the remarkable results that are being obtained in a number of public elementary schools, which are following the programmes and employing the methods of Miss Charlotte Mason. Much interest is being taken in the work which those schools are doing. They receive many inquiries and many visits. Naturally, however, a still greater interest attaches to the source from which the methods and their inspiration are derived—the Secondary Training College and the Practising School conducted by Miss Mason herself at the House of Education at Ambleside. The writer has on two occasions spent some delightful days there as Miss Mason's guest. He has watched the work done by the students and the children, and he would like to put on record something of what he saw.

Two of the lessons that he saw were of great interest, and, so it seemed to him, of much significance to all who are concerned with secondary education. The first was a French lesson given to the second-year students by the French mistress, a native of Tournai, who came to Ambleside in 1915. She had been teaching in England for some years, but had not previously come into contact with Miss Mason's methods. Those methods were exactly followed during the lesson. There was the book of recognized literary merit, the single reading, and the immediate narration—of course, in French. The book was Alphonse Daudet's "*Lettres de Mon Moulin*," and the story read was "*La Chèvre de M. Seguin*." Before the reading began, a few—a very few—words of explanation were given—of course, in French. Then the nine pages of the story were read straight through by the mistress, without pause or interruption of any kind, at the same pace that one would read an English story. The students followed by ear only: they had no books. As soon as the reading ended, on the instant, without hesitation of any kind, narration began in French, different members of the class taking up the story in turn till it was finished. All were good; some astonishingly good. To all, French was a tongue in which they could think and speak with considerable facility. Yet the time given to French is two hours and three-quarters a week only. Such results compel attention. It may be added that last year the writer heard a history lecture on the reign of Louis XI given in French by the same mistress to the then senior students, and the content of the lecture was narrated in a similar manner, with the same astonishing success.

The second lesson, a short lesson sandwiched between others as a demonstration for the visitor's benefit, was given by a student to Form V in the Practising School, girls whose age range was sixteen to seventeen and a-half. The form is reading Browning's "*A Death in the Desert*." The forty lines beginning, "Go back, far, farther, to the birth of things," were read straight through by the girls in turn, the rest following in their books; and again, without pause or hesitation after the one reading, narration began, and the girls in turn took up the paraphrase of the difficult lines in well chosen language, and with a precision that bore witness to their close attention, and to their thorough understanding of what had been read.

In every class it was the same. The oral narration and the written composition, and "reports" of lessons, were of extraordinary excellence. There had been interest, there had been close concentration, and the result was power, mastery.

Two other features in the methods compel the attention of those who are familiar with the work of the public schools and of the public secondary schools. The first is that interest, attention, and concentration are secured, and all the extraordinary results that flow from them are obtained, "without mark, prize, place, praise, or blame." The second feature is equally arresting and suggestive. There is no evening preparation, and by the whole of that amount the hours are shortened. There is no revision for examination, and the time spent over revision in other schools is saved. The examination at the end of each term is as searching as one could wish, but what is read once and then narrated is known, and no revision is required.

In the elementary schools interest, attention, concentration are as easily obtained; there is the same power, the same mastery. The writer could produce many exercise books and examination papers in literature, history, and geography which, for their facility of expression, their range of vocabulary, and their wealth of ideas, would bear comparison with similar books and papers in any secondary school.—I am, yours truly,

H. W. HOUSEHOLD, Secretary.

County Education Office, Shire Hall, Gloucester.

(Continued on page 534.)

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TEACHING CAPACITY VERSUS ACADEMIC QUALIFICATIONS.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—“What I want is facts. Teach these girls and boys nothing else but facts. Facts alone are wanted in life. Plant nothing else and root out everything else. You can only form the minds of reasoning animals on facts. Nothing else will ever be of any service to them. Facts! facts!! facts!!!” Such was the principle on which Mr. Gradgrind brought up his children. Such, happily for the rising generation, is not the educational system of to-day. Education, one hears on all sides, must deal not only with a child's mental development, it must pay equal attention to the other sides of his complex nature—the physical, the moral, and the spiritual; it must strengthen the character, it must train the will, it must restrain the passions. It must produce not only a keen student, but also a capable citizen; not only a clever, but also a good man. And yet, when it comes to the question of the teacher to whom this most difficult of tasks is assigned, his intellectual attainments—nay, rather, one side of his intellectual attainments alone carry any weight with educational bodies—the power to pass at the age of twenty-two or twenty-three a fairly stiff, but sometimes quite youthful, written examination in one special subject. Armed with a slip of paper which records a good class in Honours, he can rise easily and automatically to almost any height in the teaching profession. Handicapped by a slip of paper which records an inferior class or a mere pass, he, despite the possession of those qualities which we prize so much in our children, is, like the Gibeonites of old, doomed throughout the whole of his teaching career to be for ever “a hewer of wood and a drawer of water,” and to find all paths to promotion barred to him. One seems to hear Mr. Gradgrind's words with a difference. “What we want is Honours. Honours alone are wanted in schools. Plant nothing else, and root out everything else. You can train the minds of reasoning animals only if you have Honours; nothing else will ever be of any service to them. Honours! Honours!! Honours!!!”

If Honour candidates prove to be enthusiastic and capable teachers—if they have character as well as brains, and energy as well as degrees—by all means let them rise, and that quickly, to occupy the highest places in the teaching profession. But, let their teaching capacity be tested first. Do not cast the pearls of the profession at the feet of youngsters almost straight from college, brilliant as their paper qualifications may be. Give them time to win their spurs as teachers as well as students, and let them—for the moment, at any rate—yield the field to maturer minds who unite tried service with high scholarship. One must not overlook the fact that in one and the same person may be found the clever writer and the dull speaker, the strong intellect and the weak character, and that no amount of scholarship will avail with boys and girls if one has a halting delivery, an unsympathetic temper, or an incapacity to realize what is going on in the back row.

And as for “the hewers of wood and the drawers of water,” what treatment should be meted out to them? Now that good honours degrees are within the range of the many, they will, as a class, tend to diminish appreciably, though, owing to the mechanism of some human brains and the needs of most secondary schools, they will, in all probability, never cease to exist. In all justice, one does feel very strongly that their initial remuneration should be considerably smaller, and their period of probation considerably longer and more searching, than that of their more highly qualified colleagues, so that, if they prove mediocre or incapable as teachers, they may be gently but firmly urged to take their mediocrity and their incapacity elsewhere. But one does feel just as strongly, especially in this transition period, that if, after due trial, they prove themselves to be keen students and capable and enthusiastic teachers, it is unjust and absurd that that slip of paper should hamper them throughout the whole of their thirty years or so of service. Their comparative failure at twenty-three may have been due to poverty, to ill health at the time of the examination, to the different ideals of their age, to the fact that no degree was granted in their subject, to the whim or mood of some examiner. Their brain power may be as good as, or better than, that of their colleagues, though possibly of a different calibre, and they may have read as widely and as deeply for pleasure as the others for examinations.

Even pass men may possess qualities which quite compensate for their lack of specialized knowledge—at any rate, in the middle and lower part of the school: the love of children, the power of sympathy, the gift of organization, the strength of will and character which alone can draw forth the best in others. Far and away the most inspiring teacher the present writer ever met was a woman who worked almost side by side with her pupils; far and away the least inspiring staff was one composed entirely of Honours men who, like

the fossils on the beach, had died, as far as their work was concerned, because they were too expert to change.

One wonders why educational authorities and charity organization societies alone probe so deeply into a man's early history. The most mediocre of pass degrees is no bar to a clergyman's becoming a bishop; a doctor usually specializes after, and not before, he takes his degree; a barrister may pass the most brilliant of written tests, and yet never be called to the Bar. If we want a lawyer, we look out for a man who can advise; if we want a barrister, we look out for a man who can plead; if we want a doctor, we look out for a man who can cure; then, why in the world, if we want a teacher, do we not look out for a man who can teach, and give him an equal chance to rise with the rest? And yet many educational authorities are so prejudiced that they can actually see no merit apart from Honours; and even those who are enlightened enough to appreciate capacity wherever it exists, nevertheless often help to illustrate, in a somewhat one-sided manner, the truism that virtue is its own reward, by giving the work and the responsibility to the one for his ability and the position and the remuneration to the other for his degree.

Britain has been renowned throughout the ages for the encouragement she gives to individuality and to individual enterprise. May her educational authorities never become so hidebound by convention and system that, recognizing only past achievement, they fail to obtain that present effort which alone gives life to work.

A. E. LLOYD.

INTRODUCTION TO WORLD HISTORY.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Your reviewer has misread my “Introduction to World History” if he supposes that I was under the impression that “Cardinal Newman was a notable of the Middle Ages.” What I did was to recall that in Newman's “University Sketches” there is a lively picture of Ireland in the early Middle Ages, and suggest that the essay should be read by students of the period. Manifestly, Cardinal Newman was included in the table because he wrote about the Middle Ages, not because he lived in them.

Nor did I “recommend students to surrender themselves to James Anthony Froude” as your reviewer suggests. Here is the passage: “If you take from your shelf the first volume of the ‘Short Studies,’ surrender yourself to the wizard who penned the ‘Times of Erasmus’ and the ‘Dissolution of the Monasteries.’ See with his eyes for a few hours. You can rely upon finding some other writer in the not distant future to temper the impressions formed by Froude, even if your own judgment has not instinctively done so. In any case you will be the better for communion with a richly endowed spirit whose passion for the past was as splendid as the words in which he enshrined it.”

If a young student does not read Froude in this spirit, surely he had better not read him at all.

Your reviewer is right. Professor Bury's name is John and not James.—Yours faithfully,

ERNEST H. SHORT.

52 Stanford Road, Kensington Court, W. 8.

[Mr. Short accuses me first of having “misread” his statement respecting Cardinal Newman. I find on reference to the “Introduction to World History,” page 149, that I have *not* misread it. Mr. Short, speaking of the Middle Ages, expressly says: “Here are the outstanding events in their due order, together with the personalities, cleric and lay, who brought them about,” and then he gives a table the first five names of which are Constantine, Augustine, Gregory the Great, Cardinal Newman, and Charlemagne. Every name in the whole table, with the sole exception of Newman's, is medieval. There is nothing whatever to indicate that Newman does not fall chronologically between Gregory and Charles (i.e. A.D. 600–800), or to suggest that he is included simply because “he wrote about the Middle Ages.” If he was included on this ground, why does he stand alone? Was he the only notable writer concerning the period? I accept Mr. Short's assurance that he himself knows that Newman was not a medieval man; but if so, he cannot be acquitted of culpable carelessness, as author of a book intended for beginners, in placing Newman without note or comment in his catalogue of “personalities who brought about” events in that remote age.

Secondly, Mr. Short says that he did not recommend students to “surrender themselves” to Froude. His own quotation shows that that is precisely what he *did* recommend them to do. Moreover, he does not indicate what other writers they should read to temper the erroneous impressions made by Froude; nor does he give reasons why they should “rely upon finding” such writers.

Finally, Mr. Short admits that Professor Bury's name is John and not James. But he calls him “Sir James Bury.” Will he

(Continued on page 536.)

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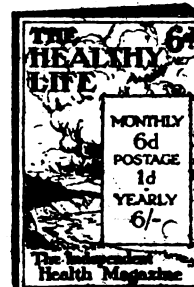
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pursue his investigations further and find out whether or not he has been knighted?—YOUR REVIEWER.]

AN EXPLANATION.

To the Editors of the *Journal of Education and School World*.

SIRS,—As you end your kindly review in your June issue (page 411) of my book, "Psychoanalysis," with a definite question, perhaps you will allow me to answer it. You ask: "Why does Miss Low omit from her bibliography Dr. Nicoll's valuable book on Dream Psychology?" The answer is because my small bibliography consists only of books by writers who write from the Freudian standpoint, and Dr. Nicoll is a follower of Jung's work. You will note I have not included Dr. Jung's own work, for this reason, and no other.

One more point, if you have space for it. I see I have made myself misunderstood in my remark about the term "analytical psychology." I did not mean the name itself was new—as you properly point out, Stout has made the title known to us all—I meant that Dr. Jung had departed from the terminology "psychoanalysis" and renamed his body of thought and practice; therefore, his usage of "analytical psychology" was new.—Yours,
BARBARA LOW.

A SCHOOL LABORATORY LIBRARY.

To the Editors of the *Journal of Education and School World*.

DEAR SIRS,— "Science Master," in your June issue, raises the question of suitable books for a school laboratory library. May I, as a schoolboy typical of those who will use his library, suggest the following, all of which have been read with interest and appreciation by myself and my school friends?—

"Chemical Discovery in the Twentieth Century." By Sir W. Tilden. (12s. 6d. net. Routledge.)

"Contemporary Chemistry." By Dr. E. E. Fournier d'Albe. (4s. net. Constable.)

"Laboratory Arts." By G. H. Woollatt. (4s. 6d. net. Longmans.)

"Heroes of Science: Chemists." By M. M. P. Muir. (2s. net, S.P.C.K.) (Out of print.)

"The Student's Guide." By Prof. J. Adams. (5s. net. University of London Press.)

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To the Editors of the *Journal of Education and School World*.

SIRS,—May I call the attention of modern language teachers to the fact that, in spite of contrary rumours, it is now possible for them to spend the long vacation in Paris very inexpensively? I have been here for the past year, and have found that one can live comfortably and pleasantly on a very small amount.

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A. D'E. BANNISTER.

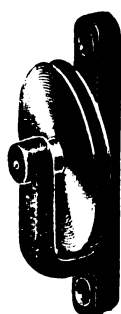
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PRIMARY SCHOOL NOTES.

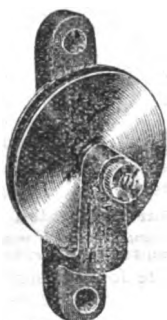
The Report of the Board and the Act of 1918.

THE Annual Report of the Board of Education gives little indication that the Act of 1918 is to be endowed with any substantial measure of reality in the immediate future. The number of teachers working in the schools shows a decrease of 1,886 upon that of the preceding year. The total of men certificated teachers last year was 35,606; that of women, 78,484. In each case there is a decrease upon the numbers of the preceding year. It is possible that the deficiency is due in part to the retirement of teachers from service who had remained in the schools beyond the ordinary age of retirement during the period of the war; and no doubt there would be some loss of married women teachers who resumed

(Continued on page 538.)



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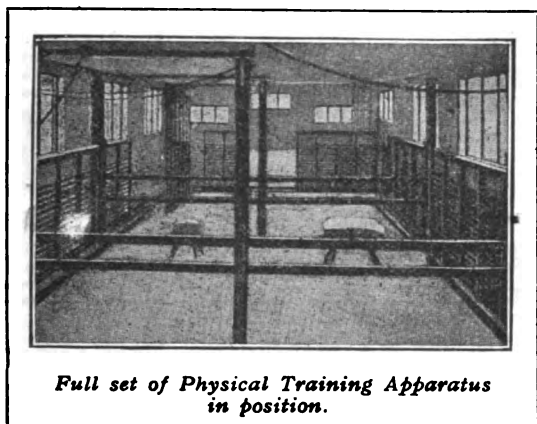
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school duty temporarily until the close of the war. An exceptional feature is the increase of 288 in the number of men uncertificated teachers. These would probably consist of Service men who had no opportunity of studying for the Certificate Examination during the war period. The decrease in the number of men teachers since 1913-14 is 2,394. Excluding handicraft and cookery teachers, for which full statistics are not available, the number of teachers in the schools in 1913-14 was 163,507; in 1918-19 the number was 163,724—an increase of 217. For practical purposes, therefore, the net result of the national enthusiasm for educational reform, as translated into action by the joint efforts of the Board of Education and the local education authorities, is measured by an additional force of 217 teachers. It appears to be clear that the immediate prospects of the Education Act are largely dependent upon the capacity of existing teachers to undertake a graver degree of professional strain. On the other hand, the position is not so hopeless as it appears, owing to the fact that there has been a steady decrease since 1913-14 in the number of pupils in attendance; and, as a result, the average number of pupils per teacher has fallen from 37 in 1913-14 to 35 in 1918-19. The corner-stone of the 1918 Act is constituted by the raising of the school-leaving age to fourteen years; but, since the appointed day is dependent upon the Order in Council in determining the official end of the war, the educational future of young England cannot be assured until this date is fixed.

Teachers and the Labour Party.

LARGELY as a result of the economic position, there is a notable inclination among teachers, individually and collectively, to reconsider the question of joining forces with the Labour Party. It is unfortunate that the serious uplift in prices should so largely have discounted the efforts of the Burnham Committee that, notwithstanding moderate advances in salary, many teachers find themselves nearer the poverty line than ever. At the same time, the professional scale of salaries drawn up by the National Union of Teachers, after full deliberation, has been ignored by education authorities generally. The recent victories of the Labour Party at the local council elections have brought many members of the working classes in intimate relationship with the administrative side of education, particularly with the schools and the teachers. Labour members of education committees have openly expressed contempt

at the paltry salaries received by teachers. In effect they say: "What is your Union doing to allow you to work for salaries less than those of the Union scale?" And teachers are urged to affiliate with the local trades and labour councils, which will demand and secure for teachers, as a matter of course, the scale of the National Union of Teachers. Leaders of experience among teachers are all aware of the rising volume of discontent, and they have little doubt that the teaching profession is nearer to a *rapprochement* with the Labour movement than it has ever been before.

The N.U.T. and the Trade Union Congress.

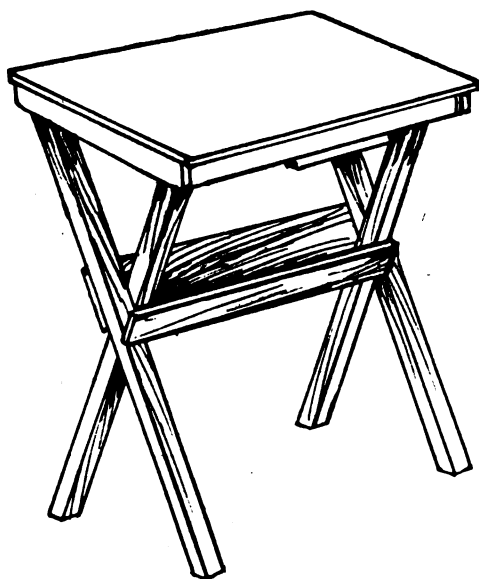
AFTER a full discussion on a resolution that the Executive of the National Union of Teachers should recommend the next Conference to affiliate with the Trade Union Congress, an amendment was carried by the Executive that a special committee should be appointed to make inquiries, and report to the Executive as to what the precise effect of such affiliation would involve. The statement has been made that affiliation would not imply any sacrifice of individual political independence, and the inquiry will be useful in making this point clear.

The Lack of Initiative in Inspectors and Teachers.

No one who has had any considerable experience of schools and teaching will deny that Mr. Edmond Holmes gives in his new book, "In Quest of an Ideal," the potent cause of that lack of initiative which is still a reproach to all who are concerned with the organization and administration of English education. The intolerable narrowness of outlook fostered by the system of payment by results still trails its soul-killing influence upon inspectors, teachers, and pupils, owing to the fact that the old régime still survives in the schools and among the inspectorate. The monotonous uniformity of syllabus, the multitudinous formalities which must be observed with every departure from the ordinary routine of school, the growing demands of the authorities for merely clerical returns from teachers, the inveterate habit of petty criticism and lack of outlook which distinguishes so many of the minor officials who come in personal relationship with teachers—all have the cumulative effect of forcing teachers and inspectors into the narrow and deepening groove of a life governed strictly by precedent.

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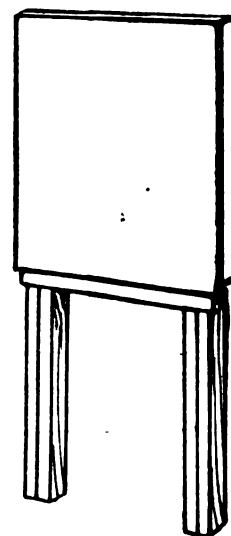
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PSYCHOLOGY AND THE TEACHER.

By Dr. P. B. BALLARD.

TWENTY years ago Hugo Münsterberg published a book in which he maintained that psychology was of little use to teachers. The same year, William James, in his "Talks to Teachers," put forward a view which was not much more encouraging. A little later there appeared in this journal an article by Mr. Rayment, which urged us to recognize education as a science distinct and separate from psychology, on the ground that it had its own problems to solve and its own way of solving them, while the psychological principles that seemed to be applied to teaching were mainly those which psychologists themselves had long ago discarded as untenable. And these gloomy views were quite justified. Psychology in those days had very little to tell us as teachers, and what little it had was misapplied. The abuse of psychological terminology was scandalous; any sort of teaching of any sort of subject-matter was defended on the score that it cultivated "the memory," "the imagination," "the reasoning powers," or, indeed, any other "faculty" which was supposed to be cultivable *en bloc*.

The only reputable books on the subject in those days were Sully's "Teacher's Handbook of Psychology," and Lloyd Morgan's "Psychology for Teachers," and it must be admitted that they helped the teachers to teach about as much as a study of textbook botany helps a man to cultivate his garden, or a microscopic examination of muscular tissue helps him to keep himself well. The psychology was quite good of its kind, but the difficulty was to apply it. It is therefore not to be wondered at that many teachers of sound practical sense, accustomed to think out things for themselves, acquired a secret contempt for psychology, a contempt which still seems to persist in most schools for higher education. The teacher of the very young, refusing to accept so pessimistic a creed, took refuge in child-study. She felt that

here at least she could find facts and principles which would rescue her calling from bald empiricism. In doing this she was studying psychology without knowing it—or, at least, without naming it. In the public and secondary schools, however, the prevailing opinion is frequently that expressed by Ian Hay in "The Lighter Side of School Life." He says there, if I remember rightly, that the whole secret of teaching is to keep order in your class. If you can do this, you can do anything; if you cannot, you had better give up teaching. A study of psychology is, therefore, superfluous.

Opinions, however, which could reasonably be held twenty years ago, can no longer be held without incurring the reproach of wilful blindness. The position has changed so completely since the beginning of the century that the teacher who knows nothing of modern psychological theory is as hopelessly out of date as the physician who knows nothing of bacteriology. The dawn of the century was, in fact, the dawn of a new educational era; it was a date round which many significant events cluster. In 1897 Prof. Adams gave the world that delightful little book on Herbartian Psychology which struck a new note in educational literature, and was a joyous challenge to traditional psychology and traditional education. In 1900 Mr. Winch published his "Problems of Education," a difficult book to read, but one which sounded the same note of challenge, and pointed to the way of experiment which has since been so fruitfully followed by himself and others. Thorndike began publishing his experimental work in America, and Meumann in Germany; and when Alfred Binet issued his intelligence tests, in 1905, he set loose a flood of research and discussion which has gone on swelling to this day. No less significant was the publication in 1900 of Freud's "Interpretation of Dreams," the beginning of psychoanalysis and the modern theory of the unconscious. The barriers between psychology and education began to break down; psychology began to learn from education no less than education from psychology. The researches undertaken in schools to elucidate the problem of formal training has profoundly changed the psychological analysis of mental functions. Chapters on mental tests find a place equally in books on psychology and books on education. These are but two examples out of many.

One result of this change of outlook has been the relegation of Sully and Lloyd Morgan to the top bookshelf. They themselves saw this, and both drastically revised their books in 1909. But, laudable as the intention was, it merely meant the patching of worn-out garments, and the modern teacher would be well advised to clothe his ignorance from other sources. Sully's real contribution to educational doctrine is to be found in his "Studies in Childhood," and, as for Lloyd Morgan, he has more original things to say about animals than about children.

Professional opinion—the part of it that counts, at any rate—is now wholeheartedly on the side of psychology. It is true that the Board of Education seems to taboo the subject; what it really does taboo is the name. For, although the word "psychology" does not, so far as I can discover, appear either in the Suggestions to Teachers or in the Syllabus of Examination for the certificate, both documents are full of camouflaged psychology. In marked contrast to this psycholophobia we find that at the Teachers College, Columbia University—probably the largest and best organized training college in the world—psychology holds the place of honour. By a scheme of "electives" a student may omit any subject he likes except psychology. Psychology is the one and only obligatory subject; and this is a college attended by nearly all Americans who aspire to the higher posts of the teaching profession, such as that of superintendent or of supervisor. Indeed, it is safe to say that in no civilized country in the world is psychology held in such low repute as it is in England. This seems to arise from the circumstance that England is not yet awake to the fact that the psychology of to-day is very different from that of the nineteenth century. But there are signs of awakening. The head teachers of secondary schools who have to select for scholarships children from the elementary schools realize the importance of getting the ablest

children, and not the best passers of examinations; and they are beginning to find that the modern system of mental testing facilitates their choice. They can no longer afford to regard child study as a subject only suitable for the minder of babies—they realize that adolescence has its interests and enthusiasms, its stresses and its strains, scarcely less alien to the mature mind than the whims and vagaries of infancy.

This being so, it were well to consider what store of psychological knowledge a teacher in a secondary school might profitably acquire. In the first place, he should have a fair acquaintance with general psychology—should know, that is, its scope, its basal facts, and its established principles. It is not necessary for him to read all of the large standard books on the subject. If he has a mind to do so, he will find William James's "Principles of Psychology" far and away the most readable. Although it contains much material that is of merely academic interest, and some that recent research has discredited, the book is a classic—it is literature as well as psychology.

For practical purposes, however, the teacher will find all he needs in McDougall's little book on psychology in the "Home University Library." If he has been to one of the older universities, he will probably have found these two distinct schools of psychology—the one clinging to the older, introspective psychology, with its leaning towards metaphysics; the other, pinning its faith to experiments in the psychological laboratory. The two parties disagree on the question of values. Things which one party thinks of supreme importance the other party regards as negligible. On their points of difference they are silent in public, but garrulous in private. Each school has its little peculiarities. One will argue for hours on the distinction between a feeling of unpleasantness and the unpleasantness of a feeling, and the other will spend laborious days in mapping out the temperature spots on a given area of skin. These pursuits the teacher must regard as luxuries. They certainly will not help him to teach. He will find none of these superfluities in Dr. McDougall's book. This should be supplemented by Bernard Hart's "Psychology of Insanity" ("The Cambridge Manuals of Science and Literature"), a fascinating little book which has the merit of presenting psychology as a study of human nature, and not a mere study of the mind (the mind means to most people the intellect only), and of really helping a man to understand himself and to understand others. It has the further merit of introducing the reader to psychoanalysis. Indeed, it is the best introduction he could get. The reader should not be misled by the title—it is a misnomer. It really deals with the psychology of sanity, as illuminated by the study of the insane.

If the teacher cannot go through a course of experiments in a psychological laboratory, he should certainly get to know something of the experimental methods there adopted. For the application of these methods—of the same care, precaution, and mathematical precision—in the field of education has led to highly important results. Some understanding of these methods may be gained from Dr. Myers's small book on Experimental Psychology (Cambridge Manuals).

Above all, the teacher should acquaint himself with what has been done in recent years in the way of educational experiments—the form of applied psychology which most closely concerns him. I do not refer to that kind of experiment that goes on in pioneer schools, where the methods are merely novel and the conditions uncontrolled, but rather to those experiments which have been carried out on strict scientific lines and whose aim is demonstration, not persuasion. Some of Thorndike's books afford good examples. The English teacher, however, cannot do better than read Dr. Rusk's "Experimental Education." This will give him the gist of the matter, and will serve as a guide to further reading.

Then there is the large province of mental tests and statistical methods, touched upon but not adequately dealt with, by both Myers and Rusk. The standard book on the subject is Whipple's "Mental and Physical Tests." But this book is large, expensive, and American. Messrs. Hodder & Stoughton have just issued a book of mine on "Mental Tests" which is meant to meet the needs of English teachers. It con-

tains, among other things, Mr. Cyril Burt's translation and revision of Binet's Tests.

Finally, a word must be said about psychoanalysis—the point at which psychological theory is most rapidly growing. For this very reason—just because psychology is here in the making—one cannot speak with confidence about its bearing on education. That it has a bearing—a very important bearing—there can be no doubt; but conclusions drawn at present are necessarily precarious, and most teachers would probably be wise to “wait and see.” There are already in this realm two schools of thought, and within each school many diverse opinions. There are two points at which the teacher should be on his guard. He should remember that many of the theories put forward are based on the study of the abnormal; and he should accept with caution such books (they need not be named) as purport to apply to education the doctrine of the unconscious. These books are as a rule wild, unbalanced, and sex-obsessed. If Bernard Hart's book is regarded as insufficient, I can recommend “Psychoanalysis” by Miss M. K. Bradby (Oxford Medical Publications). It is not free from inconsistencies, but is on the whole a sane and clear treatment of the subject and has many original features.

The advice I have offered has been given at the invitation of the Editors. The reader will therefore, I trust, pardon its pontifical tone. It is really offered in a spirit of service with a due awareness of my own “complexes.” I assume that the reader, like myself, has no great love for the ponderous and the vague. I have chosen my books accordingly. This reminds me that I must mention one more book. It is at least half a century old, and has probably been read by others, as it has been read by me, over and over again. I refer to D'Arcy Thompson's “Day Dreams of a Schoolmaster,” a book which, in spite of its narrow scope, contains more of the modern spirit than all the psychologies for teachers rolled into one.

LIBRARIES AND EDUCATION.

By EDWARD GREEN,
Chief Librarian, Halifax Public Library.

POSSIBLY the chief need now, so far as the industrial worker is concerned, is an education wide and all-embracing, not necessarily designed to help him to make more money, but rather to give him greater knowledge of, and interest in, those things that alone make life worth living. It is surely somewhat of a disappointment that hitherto popular education in this country has not done more to create a desire for things of the mind. Of course, the half-time system, and the early leaving age of full-timers, has thwarted, to some extent, the ambitions of the elementary-school master; besides which, the appalling neglect of books—apart from “readers” and textbooks—is another factor. With the raising of the age limit, however, there is surely hope for better work in this direction in the immediate future.

A greater recognition of the value of books and libraries, and their intelligent use, will undoubtedly do much for a wider culture, but the foundations of any success in this direction must be laid in the elementary school. That this is now recognized the recent valuable reports on adult education testify, and, in those places where experiment has been made, the results have exceeded the most sanguine expectations.

In the town of Halifax a co-operative policy between the education and library committees has, during the past fourteen years, been attended with most gratifying results. In 1906, a scheme of school libraries was instituted, and since then the twelve thousand specially selected books have been circulated upwards of a million and a-half times. The children using these libraries have, in fact, been taught not only how, but also what, to read on the most approved lines, and in many instances the parents also have read the books carried home by the children. But these juvenile libraries are but one phase of the joint scheme. Every child, before finishing his

or her school career, is given by the teacher an organized lesson on the arrangement and resources of the Chief Public Library, with the result that the pupil is eager and continues as a reader. From a recent count it was found that 80 per cent. of leaving pupils joined the adult libraries. The value of this can scarcely be over-estimated, because to introduce anyone to a well equipped library is to open up an avenue of interest and knowledge that is educative in the widest and best sense.

The present article, however, is concerned chiefly with a line of development dictated by practical experience. First and foremost, the writer believes that any and every school—large and small—should have attached to it, in the same building, a special room set apart and designed for a library. The work of this library should not be regarded as something subsidiary to the curriculum, but rather as a most important part of it. The room should be shelved in such a manner that no child reader has either to climb or go on its knees to reach any desired volume, and every borrower must have free access to the shelves during the hours set apart for the purpose. Suitable furniture, in the shape of tables, comfortable chairs, &c., must be provided, whilst, in the first instance, the library ought to be organized by someone trained in library work. The selection of books may most suitably be decided by a joint committee of teachers and a librarian.

Any scheme carried out on the lines suggested possesses many advantages over interchangeable collections, or boxes of books, which are not libraries in the sense that a permanent collection, suitably housed, classified, and arranged, is. In the one case, you may get books distributed more or less haphazard from classrooms, whilst in the other the library is a definite centre, affording wider choice, and, with all the other features, including the “library atmosphere” insisted upon in “The Report on Adult Education: Libraries and Museums.”

Whilst the chief work of a school library is, no doubt, to foster and guide home-reading, its potentialities are considerably wider. The reference side of the work is most important, and the ability to use intelligently books of reference should be consistently taught in every school. Many adults who have passed through the elementary school are quite unaware of the stores of information in reference libraries, a state of affairs that will not exist when libraries are sufficiently valued in the educational scheme.

UNIVERSITIES AND SCHOOLS.

BRISTOL.

The University has established a new examination for a higher commercial certificate, to be held annually in July at the same time as the School Certificate Examination. It is generally applicable to candidates from secondary schools at about the age of eighteen, but others are admitted without restriction either of age or place of study. The examination is held in compulsory subjects—arithmetic, geography, and contemporary foreign languages. Optional subjects are English, natural sciences, economics, foreign and colonial history, and book-keeping.

Bristol, in common with other universities, has now established a degree of M.A. in education, open to graduates who have already obtained a diploma in education. The degree will be awarded on a thesis presented by the candidate, a course of work in the University being required of candidates who are graduates of other universities. The Testamur in Education is a new departure. It is intended for students taking Board of Education third year courses. A change in the Diploma of Education is not without interest: the study of the history of education is no longer compulsory. An alternative is provided by a new paper on social and economic theory in its relation to education.

WALES.

His Majesty the King, during his visit to South Wales, laid the foundation stone of the new University College of Swansea in Singleton Park, the fine site which the Corporation has presented to the college authorities. The financial prospects of the new college are

improving, as several influential local firms have undertaken to subscribe sums varying from £500 to £1,000 a year for five years towards its current expenses, and there is no doubt that the patronage of His Majesty will tend to stimulate more of the industrial associations to guarantee substantial annual amounts. The science departments will be opened next session, and with this object in view the council of the college have made appointments to several professorships. Dr. C. A. Edwards (Manchester), professor of metallurgy in the University of Manchester and Dean of the Faculty of Science, has been appointed as professor of metallurgy. As it is the ambition of the new college to build up a metallurgical department of the first rank, both in research and in teaching, and also to establish a close relation between university education and metallurgical practice, the appointment to this post is of great importance. Lieut.-Col. A. R. Richardson, professor of aeronautical science in the Royal Air Force College, Cranwell, and lately assistant lecturer in mathematics under the University of London, is the new professor of mathematics. Dr. E. A. Evans, senior lecturer in physics in the University of Manchester, has been appointed professor of physics; and Dr. J. E. Coates, O.B.E., lecturer in physical chemistry in the University of Birmingham, as professor of chemistry. Dr. Arthur E. Freeman, assistant lecturer in geology at the University College, Cardiff, has been appointed to a lectureship in geology; and Mr. Ernest Hughes, lecturer in history at Cardiff, to a lectureship in history. But, until the arts department is properly organized, the work of the lecturers will be mainly extra-mural.

Secondary School Regulations. The Welsh Department of the Board of Education, in their new Regulations for Secondary Schools, draw serious attention to the premature withdrawal from school of a fairly large percentage of the pupils, and they issue a warning to local authorities that, unless steps are taken to minimize this evil, they will in the future make a reduction in the annual grant. It is pointed out that pupils who remain for a short period in the schools not only derive no benefit themselves, but, in the present congested state of the schools, they also prevent others, who would have remained for a full course, from entering the schools. That it is high time for some drastic action to be taken in this direction is generally recognized as, in the industrial areas especially, there is a great leakage at the end of the second and third years of the school course. It is, however, not so clear how the school authorities can effectively prevent this waste of public expenditure, but, any way, it is satisfactory to note that the Welsh Department are prepared to bring pressure to bear upon education committees, and therefore indirectly upon the parents.

Cardiganshire Education Scheme. This scheme, which has just been published, contains interesting and novel features. The director of education, in a preface to the scheme, directs attention to the guiding principle of the Education Act, 1918—namely, that there is a definite unity in all forms of educational provision. Primary schools should therefore be regarded not as distinct entities but as preparatory to other types of schools. He therefore suggests that there should be provided (1) preparatory schools for pupils up to eleven or twelve years of age, (2) secondary schools for pupils from about twelve up to sixteen or eighteen years of age, (3) and central schools for pupils who are unable to gain admission to the secondary schools. It is estimated that twenty-two central schools will be necessary and that continuation schools for about 2,800 children will be required. The latter type will be organized in close connexion with the central schools, and it is intended that pupils from the central schools will continue their education in the continuation schools. So far, this scheme is drawn up on orthodox lines, but it is proposed, in addition, that courses supplementary to those given in the schools shall be provided and that these shall include (1) junior full-time courses meant to prepare children leaving elementary schools for particular occupations, (2) senior full-time courses of the same character for children leaving secondary schools, and (3) senior part-time courses. As Cardiganshire is one of the smaller Welsh counties, and is essentially rural in character, it will be interesting to see how far it will be possible to give effect to these recommendations, excellent as they are in their conception, except in a few of the more thickly populated areas. In the scheme there are also sections devoted to the Welsh language, literature, and history, and to the physical well-being of the pupils, on which the director of education rightly places great stress. Agricultural education is also given much prominence.

Appointments. Dr. T. H. Parry-Williams has been appointed professor of Welsh at the University College, Aberystwyth. This post has been vacant since the death of the late Sir Edward Anwyl. Dr. Mortimer Wheeler has also been appointed keeper of the department of archaeology at the University College, Cardiff. Mr. Jenkyn James, the director

of education for Cardiganshire, is leaving for a similar post at Barnsley.

Federation of Teachers Associations. All the Welsh education associations, with the exception of the National Union of Teachers, have joined this new organization. Mr. R. D. Laurie (Aberystwyth College) is the chairman, Miss Collin (Cardiff High School) vice-chairman, Mr. A. E. L. Hudson (Pontypridd) treasurer, and Mr. S. R. Illingworth secretary.

Music. The Montgomeryshire Education Committee have resolved to appoint a director of music for the county who is intended to work in conjunction with Dr. Walford Davies and the National Council of Music. The new official will deliver lectures, organize classes in music, select and distribute a central library of musical works, and generally assist the schools in the cultivation of the teaching of music. He will also be expected to organize an annual musical festival for the county. The scheme, which is a novelty in Wales, is ambitious, but is worthy of every support, and it is to be hoped that the experiment will be so successful that other counties will be induced to follow in the wake of Montgomeryshire.

Central Welsh Board Examinations. These examinations commenced during the first week in July and were continued up to July 22. There is no doubt that such a prolonged period is a serious strain upon the candidates, and therefore it seems to be desirable that the time should be curtailed substantially. With the disappearance of the junior examination, it should not be impossible to limit the time to ten days or a fortnight. The papers set seem to be fair and satisfactory.

University Course. The annual collegiate meeting of the University Court was held at the University College, Bangor, on July 15. Among the recommendations of the Senate, the following is of interest to the schools—namely, that trigonometry be added to the syllabus in mathematics for the matriculation examination in 1921 and subsequent years. As this alteration affects the schools rather seriously it would have been useful to have had it discussed at the secondary-schools committee before submitting it to the University Court, for it appears that it is essentially the type of question on which the opinion of this committee would have been valuable. Another important recommendation of the Senate deals with the completion of the matriculation examination. It suggests that candidates who have passed the senior examination of the Central Welsh Board in all but one subject (mathematics excepted), and have subsequently passed the higher examination of the Board in two subjects with distinction, may matriculate without further examination.

At a congregation held in the afternoon honorary degrees were conferred on the following, among others:—Earl Haig, Miss E. P. Hughes, Alderman the Rev. D. H. Williams (chairman of the Central Welsh Board), Mr. Roger W. Jones (late head master of Pengam School), His Grace the Archbishop of Wales (Dr. A. G. Edwards), and the Rev. J. Morgan Jones (Cardiff).

SCOTLAND.

The Annual Report on Scottish Education. The Report of the Committee of Council on Education for 1919-20 is of more than usual interest. Critics of the Education Department and people who think that Government Departments always do things badly, will do well to study its pages with care. They will find in it a record of the most important national work in the organization of the schools, admirably done by Sir John Struthers and his colleagues. Even those who do not always see eye to eye with the Education Department must recognize that in the varied operations required to give effect to the Education Act of 1918—which provide the central interest of the present report—Scotland has been splendidly served.

Giving Effect to the Education Act. The Report gives a broad survey of the measures which have been taken to make the Act effective. These have found expression in a long series of minutes and circulars in the course of the year, and as comment has already been made on most of these at the time of their appearing, there is no need to do more than cull from the Report a few of the new facts provided on special points. It is interesting to note, for example, the great diversity of practice in regard to school management committees on the part of the education authorities. The policy adopted by them with regard to the division of their areas for this purpose has varied between two extremes which are exemplified in the cases of Argyllshire and Renfrewshire, the former county having forty-six school management committees (one more than the number of the old school boards), while the latter, with five times the population of Argyllshire, has only five committees. Nothing is said about the

difficulties which have occasionally arisen in regard to the scope of the committees' functions, except with reference to the claim of certain committees in county areas with a secondary school under their management to grant exemptions. The question, says the Report diplomatically, still awaits a satisfactory solution. The facts relating to the transfer of voluntary schools to education authorities also deserve attention. In all 292 schools have been transferred, of which 225 were Roman Catholic, forty-seven Episcopalian, three Presbyterian, and seventeen others, leaving only thirty-five voluntary schools still outside the national system.

The situation in the matter of school building, as the Report indicates, is most serious. The actual accomplishment in the provision of accommodation from 1914 to the end of 1919 was less than the output of one and a half normal years. In

order to make up these deficiencies within the next four years and at the same time keep abreast of the growth of population, it would be necessary to double the former annual supply of new buildings for the country as a whole. As yet there is no sign of anything being done to make good the shortage. The first four months of the present year, indeed, have but added to the previous accumulation of arrears. In these circumstances, say the Department, it is clearly out of the question to add to the undertakings of the authorities the far-reaching demands which would be involved in raising the school age by a year and initiating the new continuation classes. The only suggestion thrown out is that experiments should be made in the construction of schools less durable and less costly than the older type of buildings. So far as it goes, this is a good enough answer to those who have criticized the Department for accepting a considerable delay in putting Sections 14 and 15 of the Act into execution. It is true that the cost of building is outrageously high and the supply of labour small. But one cannot help wondering whether, if the urgency of the national need were properly realized, ways and means of overcoming the difficulties could not be found. If there are money and labour for the building of picture houses, why not for the building of schools?

It is unfortunate that the deficiency in school accommodation should coincide with a remarkable increase in the number of pupils seeking admittance into intermediate and secondary schools, mainly in working-class communities. In spite of the

fact that the number of these schools has remained stationary, the total enrolment has risen from 47,742 to 58,948 between 1913-14 and 1918-19. This is an increase of 23 per cent. as compared with less than 6½ per cent. in the five preceding years; and the increase would have been much greater if there had been school room for all the children who wanted to enter on a secondary course. Most of the large secondary schools have been compelled to institute entrance examinations to keep out pupils. From the point of view of standards of attainment this may not be altogether a bad thing if it does not last too long. But it would be a great pity if the desire of the better-to-do working classes for a liberal education for their children, which is largely responsible for this state of matters, should meet any serious obstacle at this stage. If the hour of opportunity is not to be missed, more secondary schools will have to be built, and soon. Meanwhile there are reports from different parts of the country of the proposed institution of new intermediate schools in connexion with primary schools to serve as feeders of the large secondary centres. This in itself is a movement in the right direction, but it only postpones the evil day. The difficulty will arise again once the scholars from these schools begin to present themselves for the post-intermediate courses.

The simplicity of the organization of secondary education in Scotland is illustrated by the recently issued Regulations as to Secondary Schools. In these

Regulations the older secondary schools and higher grade schools providing a five years' course of instruction are for the first time put on the same official footing. A secondary school is defined as "one providing at least a five years' course of suitable education leading to the successful presentation at the Leaving Certificate Examination of such proportion of the pupils as may seem to the Department to be reasonable." Further, the curriculum of studies must as a rule include English, history, geography, mathematics, at least one language other than English, science, and drawing, though in the later years one or more of these, always excepting English, may be omitted; and there must be opportunities for study of each of the four languages, Latin, Greek, French, and German, at the choice of the pupil. As schools of both types conform to these requirements, it may be presumed that the distinction between secondary schools and higher grade schools will disappear from the statistical statements of the Department at an early date.

The authorities are busy just now making up their budgets for the coming year, and, as may be judged from the reports of their meetings and from the comments of the Press, the business is not

pleasant either for the members of the authorities or for their constituents. The establishment of salary scales not less than the national minimum scales has sent the cost of education bounding up in most parts of the country. Except in Wigtownshire and Argyllshire, where there is to be a small reduction, all the authorities which have met so far have made an increase, generally large, on last year's rates. The increase is greatest in industrial areas like Glasgow and Lanark, where teachers' salaries are high. Sir Henry S. Keith, the chairman of the Lanarkshire authority, finds some consolation in the prospect of an increase in the Treasury grants in a year or two as educational expenditure in England grows, and, meanwhile, advocates the institution of a local income tax to remove the inequalities of the present rating system. Glasgow, with its eye on the present situation, proposes to challenge the ruling of the Department that expenditure incurred in raising its non-graduate teachers to the graduate standing, in accordance with the permission given in the foot-note to the National Scales, is not approved expenditure for purposes of grant. In the case of Glasgow £200,000 per annum is involved. Teachers all over the country will follow the course of the legal proceedings, to which this is almost certain to lead, with keenest interest. They have all along contended that the Department's interpretation of the foot-note, which has the effect of discouraging the equal treatment of teachers, is at fault, and their sympathies go with Glasgow.

IRELAND.

What has happened to the Irish Education Bill? Nobody seems

The Education Bill

to know. The House of Commons is a veritable sphinx for information, and questions there elicit no trustworthy news. The Premier says that it is the intention of the Government to go on with it as soon as possible. Dogmatic statements are made in certain Irish papers of accredited standing that it is dead, while important persons who should not speak without knowledge declare that the Bill is alive and that negotiations behind the scenes have resulted in an agreement which will ensure it an easy passage through Parliament. To the man in the street all this is very puzzling. Of only one thing is he certain, that no further progress will be made with it before the summer, and when he thinks of the autumn session he remembers the hopes he placed in a similar session last year, all of which have long since withered away. The friends of education who hope for a reform Bill will do well not to be sure of it until it is actually passed. It is possible—although nothing can be vouched for as true—that both those who declare the Bill dead and those who declare it alive are correct. The belief has become widely spread that the rock of offence in the Bill is to be removed and the objectionable Department of Education which was proposed is to be replaced by a Board of Education having some resemblance to the present National Board and Intermediate Board and consisting of an amalgamation of the two, and that the erstwhile opponents of the Bill will be reconciled by this compromise. If this be true, the present Bill would be allowed to die a natural death and a new Bill on similar lines would be introduced in its place. The whole situation is most unsatisfactory for the teachers, who are the immediate sufferers, and presumably the difficulties are not eased by the difficult political situation.

One ray of hope for the secondary-school teachers shone out early

An Interim Grant for Teachers.

in July, when the Chief Secretary told an Ulster Member of Parliament that it was proposed to make a grant for Irish education irrespective of the Bill. The amount was not stated, but would be placed on a supplementary estimate to be introduced into Parliament before the end of the month. It has been since declared that it will be between £60,000 and £70,000, the equivalent amount due to secondary education for the year ending June, not of this year but of last year. This being so, there would be later another and larger amount to be paid for the present year. Unfortunately this provision is rather late in the day and has been too indefinite to be satisfactory for schools whose year closed at the end of June, and which wanted to know before the vacation with some degree of accuracy what their financial prospects were for the coming session. Most of them, unable to face the future on the uncertain prospect of a nebulous grant, have decided on a more or less serious increase of fees after the summer.

Teachers' Salaries.

The Irish Secondary Teachers' Association—a Roman Catholic body—which engineered a successful strike for higher salaries last May, held its annual general meeting in Dublin at the beginning of the summer vacation, and laid down a new scale of minimum

salaries for the school year 1920-21, as follows:—For full-time registered teachers, men and women, £250 per annum non-resident and £185 resident; for full-time unregistered teachers, men and women, £180 non-resident and £115 resident; and for part-time teachers, *pro rata*. These salaries are to be entirely independent of any Treasury grant that may be available during the year. It will be observed that the principle is adopted of uniform salaries for men and women. It is not stated whether the Catholic heads of schools have agreed to these terms or not.

Honorary Degrees.

The Provost of Trinity College has received the honorary degree of D.D. from Oxford, and Trinity College has conferred honorary degrees on the following distinguished scholars:—D.Litt. on Mr. W. Crooke, C.I.E., a former scholar of Trinity, an authority on Indian ethnology; LL.D. on Lord Bryce, a former Chief Secretary, and Sir Donald Macalister, a former student and Principal of Glasgow University; D.D. on the Rt. Rev. F. H. Chase, Bishop of Ely, and the Rt. Rev. W. Paterson, professor of divinity, Edinburgh; and D.Sc. on Sir W. H. Bragg, F.R.S., professor of physics in London University, and R. A. Millikan, professor of physics in the University of Chicago.

Summer Courses for Teachers.

The summer courses for teachers organized by the Department of Agriculture and Technical Instruction are being held now for the twentieth successive year. A noteworthy feature this summer is that the Intermediate Board are also holding summer courses in the same building, the Royal College of Science. The total number of student teachers attending is 650, and of these two hundred are attending the Intermediate Board's courses in language teaching, French pronunciation, and elementary mathematics. Mr. T. P. Gill, the secretary of the Department and a commissioner of Intermediate Education, who is retiring this year, in opening the session, pointed out that this year some special courses were added to the usual ones. One of the most interesting of these was a course in turbines, steam and hydraulic, for teachers of engineering in technical schools, which had specially in view the fact that at the present time the world was seeking a more economical source of power than coal-produced steam, and that in Ireland the utilization of our water power and peat resources was in this connexion occupying particular attention. Regret was expressed that a sufficient number of students had not entered for a contemplated course in colloid chemistry, a knowledge of which subject is of great importance for the peat industry.

Irish Geographical Association.

The second annual summer meeting of the Irish Geographical Association consisted of two events, an address by the president, Prof. Grenville Cole, on "Why we teach Geography," and an excursion to Lambay Island, with a prefatory explanatory lecture by Prof. Seymour. Prof. Cole claimed that geography was to be taught as a description of man's place upon the globe, of the limitations imposed by natural surroundings, and of the triumphs of adaptation that had accompanied human settlement. It was a link in our educational systems between the artificially divided sciences and arts. The chief feature of the lecture was an appeal for the foundation in Dublin at one of the universities of a professorship of geography, the science of man's relation to the earth.

SCHOOLS.

WESTFIELD COLLEGE.—On the results of an examination held in the spring, the following scholarships of the value of £50 a year for three years have been awarded to students entering Westfield College (University of London), Hampstead, in October, 1920:—M. E. Barndale, Clapham High School; Drapers' Company Scholarship (classics). E. L. Grassman, West Ham High School; Drapers' Company Scholarship (mathematics). S. M. Fudge, Yeovil High School; College Scholarship (English). M. H. L. Orr, Royal School for Officers' Daughters, Bath; Amy Sanders Stephens Scholarship (history). R. Robinson, Queen Elizabeth's Grammar School for Girls, Barnet; Old Students' Scholarship (English).

The following College Exhibitions of £25 a year for three years have also been awarded:—D. J. Tranter, Bede Collegiate School, Sunderland (botany); E. R. White, Bedford High School (botany); D. Wyatt, Godolphin and Latymer School, Hammer-smith (English).

Research Studentships have been awarded as follows:—Miss Coate (assistant tutor in history at St. Hilda's Hall, Oxford), Research Studentship of £150 for one year, for research in connexion with the Civil War in Cornwall; Miss C. D. Thomas (student of Westfield College), Research Studentship of £30 for one year, for work in experimental psychology.

LONDON INTER-COLLEGIATE SCHOLARSHIPS BOARD.—The following awards have been made on the results of the examination held in May, 1920:—

University College.—Andrews Scholarship in Classics: Alice E. Engledow, City of London School for Girls. Andrews Scholarship in Arts: Constance M. Allen, James Allen's Girls' School, Dulwich. Andrews Scholarship in Science: S. W. Saunders, Erith County School. Campbell Clarke Scholarship: W. W. Miller, Latymer Upper School, Hammersmith. Goldsmid Scholarship (Science): G. W. Dorrell, County Secondary School, Brockley. Goldsmid Scholarship (Engineering): L. W. Ball, The Royal Grammar School, Guildford, and F. R. Kaye, St. Paul's School (bracketed equal, each receiving a moiety of the scholarship). Rosa Morison Scholarship: Dorothy K. L. Dunn, Wimbledon County Secondary School. West Scholarship: W. G. Stone, Leyton County High School.

King's College.—Sambrooke Scholarships in Science: W. E. Roberts, Bournemouth School; H. E. Baker, County Secondary School, Brockley. Engineering Scholarships: W. J. Edwards, Latymer Upper School, Hammersmith; A. R. Adams, Finchley County School. Open Scholarship, King's College for Women: Dorothy M. Riddell, Grey Coat Hospital, Westminster.

East London College.—(Subject to the approval of the Drapers' Company) Drapers' Company's Science Scholarships (Men): A. P. Rollett, Gainsborough Grammar School; D. A. Swift, Bancroft's School; J. R. Park, Battersea Grammar School; T. W. Leadbetter, Tottenham County School. Draper's Company's Science Scholarships (Women): Ella G. K. Cox, Brondesbury and Kilburn High School; Winifred L. Rolton, County Secondary School, Plumstead. Drapers' Company's Arts Scholarships (Men): W. Fox, Stationers' Company's School; A. H. Ross, Gainsborough Grammar School. Drapers' Company's Arts Scholarships (Women): Alice M. Few, Southall County School; Anne M. Gale, Southall County School.

Bedford College for Women.—Reid Trustees' Scholarship (Arts): Phyllis Hare, Aske's Hatcham Girls' School. Reid Scholarship (Arts): Faith S. Dew, Clapham County Secondary School. Pfeiffer Scholarship (Science): Dorothy Verney, Central High School for Girls, Manchester. Arnott Scholarship (Science): Francis D. Weaver, Sheffield High School.

REVIEWS AND MINOR NOTICES.

FRENCH LITERATURE.

- (1) *Cambridge Readings in French Literature*. Edited by ARTHUR TILLEY. (8s. net. Cambridge University Press.)
- (2) *Paul Louis Courier, A Selection from his Works*. Edited by ERNEST WEEKLEY. (5s. net. Manchester University Press.)
- (3) *Selections from Saint-Simon*. Edited by ARTHUR TILLEY. (7s. 6d. net. Cambridge University Press.)

(1) These three volumes are valuable additions to the national stock of books for students of French literature. Mr. Arthur Tilley, in his "Readings," introduces us to some authors who are little known to English people. Such are Henri Quatre, extracts from whose letters are given, as well as his lines to Gabrielle d'Estrees, Maurice de Guérin, Sorel, and Fromentin. He has included also a passage from Fustel de Coulanges' article on "Louvois et Bismarck," written in 1871, admirable alike for its diagnosis of the results of wars of conquest on the French character and its prediction of the consequences to the German character of the victory of 1870. The "Readings" are not all scraps. An extract from Michelet occupies twenty-four pages, and one from Sainte-Beuve twelve. Another feature is the number of extracts which relate to the great men of French history; of these, two are men of science, Claude Bernard and Pasteur. There are twenty-four reproductions of pictures by well known artists. Some of these will give students the opportunity of investigating the functions and limitations of painting and poetry. Brief notes on the authors are prefixed to the extracts.

(2) *Courier* is not an attractive personality. He was a cold-blooded and cynical dilettante, caring for nothing but the gratification of his peculiar tastes in art and literature; but he was an admirable stylist, and for his style students of French may read him with profit. But when Prof. Weekley specially recommends him for a sixth form "capable of appreciating literature," we are inclined to reply that there are many ways of appreciating literature, and the degustation of

style is only one way. Of the volume before us, about half is occupied with extracts from letters written by Courier while he was serving with the French army in Italy (he was incontestably an admirable letter-writer), and the other half with the "Pétition aux deux Chambres," the "Simple Discours," and other pieces, mostly of a satirical character. Our author was a trenchant satirist, and he did not allow any misplaced regard for truth and justice to spoil the effectiveness of his attacks. The introduction, in which Courier is not flattered, testifies to Prof. Weekley's impartiality, and the notes to his wide knowledge of literature. We should like to know his authority for saying that Masséna began life as a smuggler.

(3) The literature of Court life is mostly dull reading, but Saint-Simon is an exception. He had a magnificent subject, for the personal character of Louis XIV was a matter of vast importance both to France and Europe, and information about him and the circle of men and women around him has, therefore, a permanent value. To lengthy extracts giving us such information, Mr. Tilley has added thirteen of Saint-Simon's portraits, and these to many will constitute the most charming part of his book. Here are some of the finest and best Frenchmen of the day—Fénelon, Vauban, Beauvilliers, and others. An introduction gives all the necessary information about Saint-Simon, and a judicious warning about the confidence to be placed in writers of memoirs. There are also notes on the personages mentioned in the extracts.

CLASSICS.

Flosculi Graeci. Edited by A. B. POYNTON.
(7s. 6d. net. Clarendon Press.)

To write Greek prose well one must study the right models, and it is for having afforded a means to this end that Mr. Poynton deserves the gratitude of all classical schoolmasters. His volume is a delightful chrestomathy of immortal pieces of Greek prose, which will be a constant joy to the scholar (surely it could have been bound in cloth at the price?) who makes it his *vade mecum*. But schoolmasters will be most interested in its utilitarian side, and from this point of view we say without hesitation that we have never seen a book likely to be more helpful to the student. Mr. Poynton himself gives no guidance, but simply lets the Greeks speak for themselves both by precept and by example. The precepts are contained in sections upon literary criticism culled from Aristotle, Dionysius of Halicarnassus and Longinus, and the models are provided by an unusually good selection of short, but instructive passages typical of the style of Thucydides, Demosthenes, Plato, and others. Particular mention should be made of the third speech of Andocides, which—as Mr. Poynton mentions in his preface—is most useful for those who are beginning to acquire the elements of Greek style. Altogether the book is no less useful than it is charming.

Inter Lilia. By A. B. RAMSAY. (6s. 6d. net.
Cambridge University Press.)

Both the scholar and the practical teacher will welcome this book, the former for the charm and lucidity of the Latin, and the latter for the hints which can be derived from it for the teaching of Latin verse. It contains a few pieces of Greek and also of English verse—in which we venture to think that Mr. Ramsay is not always happy—but the majority of the pieces are Latin, and chiefly in elegiacs. The feature which we recommend to the teacher is the turning of English nursery rhymes, such as "Little Miss Muffet" and "The Old Woman who lived in a Shoe" into Latin, for no pupil can fail to see that in such an exercise the only thing that matters is the attainment of graceful form, and the same applies to verses to M. Blériot, and others upon topical themes, such as the shortage of paper. Needless to say, Mr. Ramsay never fails to charm, and his book will be a delight not only to old Etonians, but to all who buy it.

EDUCATION.

The America I Saw in 1916-1918. By L. H. M. SOULSBY.
(6s. 6d. net. Longmans.)

Miss Soulsby went to America for two summer months to change the groove of her mind. She stayed two years, going as delegate to an abnormal number of religious conferences, travelling all over the States, meeting the most cultured people, and staying as guest in many refined homes. She went down a gold mine in California dressed as a miner, she motored constantly, she floated on the Pacific in a glass-bottomed boat, she knows a good story when she hears it, she relates her adventures with considerable humour—and

yet she describes her eyes as old-fashioned. Though she went out determined not to study education, such an experienced teacher could not help making use of her opportunities, and she has an excellent section on "Child and Teacher—which is which?" Teachers will find the chapter on "History and Books" of interest and value.

"Publications of the University of Manchester."—*The Child Vision.* By D. T. OWEN (Mrs. D. Truman). (6s. 6d. net. Longmans.)

From the business point of view we think it would have been better if the title of this book had given a more precise indication of its contents. In effect it is a reinvestigation of the method of teaching composition to children. Progress has been made in this branch of teaching, but it has been slow. First, it needed to be driven home that, if a child is to write well, he must be given subjects that he *can* write about, not the hopelessly abstract subjects that it used to be the fashion to propose. Mr. Hartog, in his book on "The Writing of English," gave teachers food for thought in this respect. Mrs. Truman goes a step further. Proceeding from the simple proposition that children think more largely in visual imagery than do adults, she works out the consequences of that proposition for mental development and linguistic expression. The book abounds in apt illustrations, and deserves, whether regard be had to its theoretical basis or to its practical issues, the close attention of teachers who are tackling seriously the immensely important problem with which it deals.

An Introduction to Sociology. By Prof. J. J. FINDLAY.
(6s. net. Manchester University Press. Longmans.)

Here Prof. Findlay wanders from his legitimate subject. He makes no pretence of limiting sociology to its educational aspects, nor does he offer any excuse for his defection beyond the very satisfactory one that he is interested in what he here writes about. Naturally he cannot help drawing illustrations all the time from education. He does not do this deliberately; it merely happens so, since we all write out of the fullness of our knowledge. As he himself would put it, he has let his mind flow freely in the atmosphere of sociology, and let it take its chance. His mind has not failed him: readers will congratulate themselves on the result of his giving it a loose rein. Naturally the text is not over technical, and is not the worse for that. Further, Prof. Findlay can hardly be said to have come to any very definite conclusions on the important matters of which he treats. His method is rather expository and stimulating than dogmatic. There is much more of himself in the book than there is of Dr. Clow in his "Principles of Educational Sociology." Prof. Findlay gives us fewer quotations and more of his own thinking; his readers can almost trace the author's progress as he advances in his subject. There is a feeling of newly dried ink about the whole that is very inspiring. It is, to be sure, a matter of opinion, but the reviewer found the collection of the notes at the end of the volume, instead of at the foot of the pages, rather irksome in reading the book. Perhaps the best part of the work is that dealing with leaders and representatives. But the whole is stimulating in the highest degree. There is a reality about the book that is not common in works of this type. There are a serviceable index and two appendices.

"Brief Course Series in Education."—*Principles of Sociology, with Educational Applications.* By Dr. F. R. CLOW. (9s. net. Macmillan.)

This solid book of 436 pages is divided into three parts, the first dealing with the Factors of Society, the second with Social Organization, and the third with Social Progress. The general plan is to treat the subject in a broad way as sociology, but to deal with matters always in such a way as to bring out their educational bearing. It is not a matter of sociology and education. The educational bias is present throughout. The book is marked by an extraordinary amount of quotation. This is noted not by way of complaint—unless perhaps from the point of view of those from whom such liberal citations have been made—but of commendation. The book is self-contained, for all the material necessary for a thorough study of the subject is to be found within the boards of the book itself. The quotations fall into two classes, those from published work on the subject—for all of which permission has been obtained—and quotations without reference, these last being from the writing or conversation of personal friends or students of the author. At the end of each chapter there is a list of topics for further discussion, of problems to be solved, and of references for further reading. These references are not merely to certain books, but often to the pages of those books that deal with the precise points that are in order at the various stages. Even so, the amount of reading suggested is beyond the reach of any ordinary student going through a college course, if other subjects are to get any attention at all. This defect, however, leaves it in the power of the teacher to make a still more detailed selection of reading for

his pupils. The work is stimulating throughout. It finishes with a select list of books and with several useful indexes.

From a Common Room Window. By ORBILIUS.
(Oswestry: T. Owen & Son.)

The reflections of an experienced schoolmaster who possesses a facile pen are generally, to say the least, a welcome addition to the more academic and official literature of pedagogy; and we find the effusions of "Orbilius" no exception to the rule. He knows the humours of the situations and personalities met with in private and proprietary schools, and he can move his readers to mingled amusement, indignation, and contempt. The young teacher making a start, the supple and worldly-wise head master, the pompous and half-educated governor, the fussy parent, the seamy side of school reports—these and many other topics are faithfully though lightly dealt with. "Orbilius" so far writes as one having authority that we feel bound to accept his descriptions as genuine and his strictures as just. If we are right, educational reform has a long way to go yet; and the worst of it is that the schools he describes are the last to be reached by any movement of reform.

Report of the Conference on New Ideals in Education held at Cambridge, from July 25 to August 1, 1919. (2s. post free.
M. B. Syngé, 24 Royal Avenue, S.W. 3.)

The Conference on "New Ideals in Education" is to be congratulated on having "kept its end up" right through the period of the war, the first conference having met in the summer of 1914, and the sixth, the report of which lies before us, in 1919. A report of such varied contents and authorship presents of course exceptional difficulties to a reviewer—not, however, to the extent which is usual in educational miscellanies, because, as a matter of fact, last year's conference appears to have concentrated its attention upon a single theme, that of the creative impulse and its place in education. Some of the contributors deal with this subject in a general way, and others from the side of music, drawing, the artistic crafts, needlework, and the drama. The Committee could scarcely have planned a more timely programme, and teachers who desire that children should be something more and better than "little readers of print" (to quote a phrase from Prof. Lethaby's address) ought to read these stimulating papers.

Recreation. By Viscount GREY OF FALLODON.
(2s. 6d. net. Constable.)

It would, we imagine, be difficult to name a class of persons to whom the wise use of leisure is of greater importance than to teachers; and it would, we think, be equally difficult to name a better adviser, whether of teachers or of anyone else, than the distinguished author of this address, delivered at the Harvard Union last December. Few men living have had greater need to know the secret of escape from the cares of office; and that life should at times have been endurable to such a man is partly explained by the sanity and wisdom of the advice he here gives to others. Of course we can't all find our recreation in the same ways, but that we should find it somewhere, and find it effectively, is the lesson one takes away from this excellent address.

In Quest of an Ideal. An Autobiography. By E. HOLMES.
(6s. net. Cobden-Sanderson.)

When Mr. Holmes's famous educational manifesto, "What Is and What Might Be," appeared nine years ago, most people who read it must have thought what an unhappy fate was his, to have spent thirty years in administering a system in which he so thoroughly disbelieved; and one's sympathy was heightened by the reflection that here was obviously a man of singular intellectual force and of rare sensibility. But the autobiographical sketch now provided by Mr. Holmes seems to make it clear that such sympathy was to a certain extent wasted. In point of fact, he was not, after all, engaged during that long period in cutting blocks with a razor; he appears to have used the razor for other purposes and to have cut the blocks with a more appropriate tool. To drop the metaphor, his life seems to have fallen into two unconnected parts: one devoted to the drudgery of examining children under the accursed system of payment by results, and the other—a thing absolutely apart from the first—devoted to the writing of verse and to the excoigation of a philosophy which should satisfy his soul. For twenty years he was held fast in the grooves into which he had been drawn as a young man, and then when freedom came, with the abolition of the "annual parade day" in the schools, neither he nor the teachers were really ready for that freedom. He realized in a general way what was wrong, but he could find no remedy, still less the secret of normal health. "This," he says, "was hidden from me by my absorption in self, and my consequent inability, through lack of imaginative sympathy, to fathom the possibilities of the average man." For twenty years he had remained utterly blind to the potentialities of the little clodhoppers who came before him for so-called inspection. How his awakening came is described in the book to which we have

referred. That the awakening did come has been a fortunate circumstance for English education. Most of his less articulate contemporaries in the inspectorate probably remained blind to the end. To follow the course of Mr. Holmes's private thinking, from psychism to "amorism," and thence through humanism to "wholeness," is an interesting experience, especially to those who believe, as we do, that it is unsafe and unhealthy to leave philosophy entirely to the academic professors of that pursuit. The particular path by which he has reached his philosophy of "wholeness" is largely a matter personal to himself, but the philosophy in which his soul has found refuge ("the refuge, not of a safe harbour, but of the open sea") will be helpful and suggestive to many.

The Psychology of Persuasion. By W. MACPHERSON.
(6s. net. Methuen.)

The value of recent psychological investigations, especially in regard to the non-rational aspects of mind, including instinct, emotion, and sentiment, is amply illustrated by the variety of problems to which psychology is being applied. In the volume before us, for instance, Mr. Macpherson has really essayed the task of rewriting the old-fashioned treatise on rhetoric in the light of what we now know about the workings of the human mind. In his preliminary chapters he analyses persuasion as a mental process, exemplifies the forms of false persuasion, and suggests some counteractions. He then considers in succession wordless persuasion exercised by means of gesture and action, prestige and personality, music and painting and the cinematograph, and verbal persuasion as practised in salesmanship and advertisements, in speeches and in novels and plays. The book is interesting and well written; the author is well acquainted with modern developments of the science to which he appeals, and he draws his ample store of illustrations from a great variety of literary sources. He shows successfully that persuasion is a legitimate art which is often illegitimately practised, and that psychology has something to say on the subject which is well worth consideration, especially as a democracy is only too prone to become the victim of specious word-mongering.

ENGLISH.

The Philosophy of Speech. By GEORGE WILLIS.
(7s. 6d. net. Allen & Unwin.)

Two circumstances raised our expectations with regard to this book—the inviting nature of the title and the pleasure derived from the author's "Any Soldier to his Son." We will say at once that the book is well written, that it bears evidence of much scholarship, and is altogether original and stimulating; but in nearly every chapter the author takes up a position which will not be acceptable to many, and neither his opinions nor his facts will always bear close examination. The author believes that all time spent in school on English grammar is wasted: he probably is unaware that many of our elementary schools have already cut this out as a definite subject and that few teachers would teach it along the lines which he indicates. The chief value of grammar is that it is a great labour saving device when more advanced work is to be done. We would commend to his notice the difficulties encountered by the young lady who attempted to explain to Kipps the difference between "as" and "has." Where, however, the book will arouse most interest and opposition is the proposal that late Latin should be taught in all schools, even elementary. The object is to increase the child's vocabulary. It is stated, and rightly, that a page of a serious book is at present incomprehensible because the meaning of so many words is not known. Apart from the many practical difficulties, the question of the time-table and the like, we doubt whether the desired result would be gained. A word in modern English may be derived from a Latin root, but its meaning is so changed that only an older boy or girl can see the connexion. The Workers' Educational Association and many kindred bodies have shown other and better ways of enlarging vocabulary. In so far as the book is a plea for real education and against mere vocational training, it is on more certain ground and deserves to be widely read.

Coleridge: Biographia Literaria. (Chapters I-IV, XIV-XXII.)
Edited by GEORGE SAMPSON. (10s. net. Cambridge University Press.)

A very useful and well produced edition of this classic, with which are printed Wordsworth's Prefaces and Essays. It is late in the day to offer an appreciation of Coleridge's work, but it is well to remind ourselves that the revolution in English poetry brought about by Wordsworth and Coleridge can never be understood without a knowledge of what is contained in this volume. Prof. Quiller-Couch brings out the point clearly in his fine introduction. Mr. Sampson's notes are admirable; they give the reader just the information he needs, and are a model of accuracy and conciseness.

"The New World School Series."—*The New World English Course*. Book I, 2s.; Book II, 2s. 3d.; Book III, 2s. 6d.; Book IV, 2s. 9d. (Collins.)

This is an excellent practical series, each book consisting of a selection of short passages in prose or poetry from standard authors, well chosen for interest and variety, each passage being followed by helpful short notes, simple critical remarks, and careful and ingenious exercises based on the text. At the end of each volume is an appendix giving brief lives of the authors of the passages, an outline of grammar, an explanation of the rhetorical terms used in the notes and exercises, and a very short chapter on metre. One first-rate feature of the exercises is that the use of a deriving dictionary is regularly demanded. The volumes are light, and clearly and carefully printed, though we have met with one misprint on page 28, Vol. I. They contain respectively 87, 95, 102, and 103 pages. The précis of speeches by living politicians and of business correspondence—inserted, apparently as an afterthought, at the end of Vol. IV—might well be omitted from a course designed mainly to train children in the understanding and appreciation of literature, and well calculated to achieve its purpose.

Blackie's Compact Etymological Dictionary. Prepared by R. J. CUNLIFFE. (2s. net. Blackie.)

The low price of this work, for which we have nothing but praise, fortunately places it within the reach of all. The print, as necessitated by the size of the book, is small but clear. In the Latin words all the long vowels have been marked, while Greek words have been "transliterated letter by letter into the conventional English equivalents"—a real benefit to 999 out of every 1000 pupils who will never know even the Greek alphabet. Wherever recent research has proved the popular etymology doubtful or wrong, the compiler—quite rightly, we think—prefers to state that the origin of a word is obscure or unknown rather than give a misleading derivation. A young pupil is always discouraged by finding several alternative derivations suggested, none of which may be genuine. At the end is a selection of "terms of special note in modern warfare," which will soon be needed by pupils too young to have become familiarized with them during the war, while most of the terms will doubtless continue in common use in histories of the war or stories dealing with it. The set of "abbreviations and contractions commonly used" will also be helpful.

Exercises in English Composition for Junior Forms.

By E. E. KITCHENER. (1s. 9d. Murray.)

This "collection of material for practice" will be a boon to the class teacher, for, though designed as a companion book to the author's "English Composition," it can be used with any other textbook or without one. There is a mass (117 pages) of well graduated material, most of which is original and suggestive, while some of the exercises, such as that on page 18, will lighten the seriousness of the schoolroom. These might be reserved for some specially dull day, such as the morrow of the annual sports. It is, still, an open question whether such exercises as IX (2), page 12, or XXXI (c), page 65, are desirable for young pupils, many good authorities maintaining that the child should never see what is wrong. It is misleading, in a composition book, to refer to an order as a "question" [see VIII (2), page 12].

Practical Course of English Composition for Middle and Upper Forms. Book I. By W. J. GLOVER. (1s. 9d. net. Philips.)

In spite of its title, this book errs in being not quite practical enough. It assumes, especially in the early part, that a pupil will patiently read through clear expositions. But pupils in large classes can rarely be trusted to do this, and the teacher has to focus their attention on himself and on the blackboard to be sure that all are fixing their minds on the fresh matter to be acquired. Thus, in a book of this kind, the merest outline of the course to be pursued should be given for the guidance of the teacher, but the book in the hands of the class is needed to save time and trouble by providing exercises. In this volume far more of these are wanted, especially in the analysis at the beginning. There is, too, a curious mixture of easy and difficult. Presumably, the pupil who is ready to study paragraph-building, and can already recognize subordinate clauses, has long mastered the agreement between a verb and its subject. The excellent chapters on paragraph-weaving and sentence-structure should be most helpful and suggestive to the inexperienced teacher as well as to the pupil, while many of the exercises would be found most attractive by the imaginative child.

The Zoo Party. By GLADYS DAVIDSON. (9d. Nelson.)

Children of the First and Second Forms, for whom it is often difficult to find new reading matter, will be not only interested in this little story, but may also learn incidentally many interesting facts about the beasts who so artlessly vaunt their personal advantages.

We should like Chapters VIII and IX replaced by two more personal interviews with the animals. The print is large and clear and the illustrations satisfactory.

"English Literature for Secondary Schools."—*A Naturalist on the Amazons*. By H. W. BATES. Edited by Dr. F. A. BRUTON. (2s. 6d. Macmillan.)

These well chosen extracts from Bates's popular work deal mainly with the natural history of the Amazon forests, the writer's account of the towns he visited and of the various Indian tribes having been for the most part omitted. The selections are attractively arranged under headings; there are a short introduction and a few necessary notes. The eighty illustrations are charming, particularly those of single animals, and should be appreciated by readers in the fourth and fifth forms.

FRENCH.

(1) *French Passages for Reading and Recitation*. By LOUIS LATOUR. (4s. Methuen.) (2) *Poésies, Fables, and Chansons*. Edited by BASIL READMAN. (4s. 6d. Rivingtons.)

We couple these two books together, as they are both designed to supply matter to be learnt by heart; but they are framed on very different lines. (1) M. Latour's book contains 163 extracts from French authors, a good many of which are prose. Many are very short, and will lend themselves all the more easily to minute study. We notice eleven of La Fontaine's fables, five passages from Fénelon, three dainty morsels from Verlaine, and fragments of Déroulède, Jules Lemaitre, Verhaeren, Rostand, Richpin, and other very recent writers of whom school-boys and girls do not usually hear much. The two pieces for which a knowledge of the pronunciation of dialects is required are not likely to be of much service to English teachers, nor is the passage from "Les Plaideurs," full as it is of technical law terms. There are some brief and useful notes.

(2) Mr. Readman's book is of a more elementary character. It contains 26 "poésies enfantines," 54 "poésies diverses," 40 fables, and 20 songs with music. It is not very clear on what principle the editor has drawn the line between the first two groups. The fables are not all from La Fontaine; Florian, Viennet, and others have been called in to help. Do school children love fables so much as these books of selections seem to imply? We think of Lamartine and wonder. Mr. Readman has appended notes, many of which will be found unnecessary by well taught classes. The exercises will need to be used with caution. Some of the requests to put passages of poetry into the plural cannot be complied with without spoiling the metre. A most reprehensible form of question is: "Form nouns (or verbs) with . . ." In the first place, no one can "form" words in a foreign language; secondly, what is far worse is that frequently there are no words in the language derived from the words in question. Thus, we are told to "form nouns" from *également*, *sablonneux*, *honteux*, *orgueilleuse*, and so forth, and verbs from *volonté*, *poids*, *mort*, *découverte*, *protecteur*, &c.

GEOGRAPHY.

The New Era Rubber Globes. Nos. 1, 2, and 7. (4s. each. Hove: E. M. Walters & Co.)

These attractive globes are about four and a half inches in diameter, a very convenient size for class use; the various features are well coloured, and the names are clearly printed. No. 1 shows the political divisions of the world and chief trade routes; No. 2 the world's orographical features, heights of land and ocean depths; No. 7 routes of the chief explorers and dates of discovery. Although the globe can never take the place of an atlas for detailed work, it should always be in evidence in the geography room, and it should be looked upon as an essential part of the equipment of the geography lesson. A globe is indispensable for lessons on latitude and longitude, comparisons of areas and ocean trade routes, and for such lessons these globes are particularly suitable. If possible, each boy should be supplied with a globe for his own use, so that he may learn how to study it intelligently. Whether it is necessary to supply him with several globes is a more doubtful matter, and must be left to the discretion of the individual teacher. On No. 7, the routes taken by the expeditions of Magellan, Drake, and Cook are distinctly marked, and so a boy can really see what is meant by circumnavigating the world. On this globe, the date on which Peary reached the North Pole should be given, and Shackleton's furthest south should be corrected.

The Royal Guide to Windsor Castle. By Sir W. St. J. HOPE. (3s. 6d. net. S.P.C.K.)

This useful little guide consists of a short history of the castle and an itinerary of those parts of the castle usually shown to visitors. The book is illustrated with a copy of an old print showing a bird's-eye view of the castle as it was in 1660; there are also plans of the Lower Ward and Upper Ward respectively.

"The Atlas Geographies."—Part III: Senior Geography.

No. 2: *Europe*. By T. FRANKLIN. (7s. 6d. net. Macmillan.)
The lessons in this book are based, as far as possible, on the natural regions of the continent. The various parts of each lesson are presented with great clearness, and at the end of each lesson exercises are set to test the knowledge of the reader. There are many excellent diagrams and coloured maps, and they are intended to make the use of an atlas unnecessary. Several route and production maps (e.g. France) are printed on transparent paper, and, corresponding to these in size, coloured orographical maps are supplied in a pocket at the end of the book. The orographical map is to be placed under the route map in order to study the relation of the routes to the relief. The idea is good, but, from what we know of the average schoolboy, the first map will soon be torn and the second one lost.

Philips's Record Atlas. Victory Edition. Edited by G. PHILIP. (10s. 6d. net.)

All the maps in this atlas are political, and so they will be more useful to the general reader than to the student of geography. The maps are well printed, effectively coloured, and full of detail. The new boundaries due to the peace settlement are correctly drawn, both in Europe and in other parts of the world. A comprehensive index of 128 pages will enable the reader to find without delay any place of importance.

Philips's New School Atlas of Comparative Geography. New edition. (3s. 6d. net.)

This atlas of comparative geography is particularly suitable for use in the middle and lower forms of secondary schools. In many cases the physical map of the country or continent is placed opposite the political map, so that the two may be studied together. Among the orographical maps, No. 26 (the Alps and Northern Italy) is a model of what such a map should be. The rivers and contours are plainly marked, there are few names, and the highland and lowland are well contrasted by means of effective colouring.

"Cambridge County Geographies."—(1) *Dumbartonshire*. By Dr. F. MORT. (2) *Orkney and Shetland*. By J. G. F. M. HEDDLE and T. MAINLAND. (3s. 6d. net each. Cambridge University Press.)

These books, well printed and beautifully illustrated, conform to the general plan of the other volumes in this series. They contain much interesting and valuable information, and will be found useful, not only in the schools of the particular locality, but also to the general reader far beyond the county described.

"Macmillan's Geographical Exercise Books."—*Key to Physical Geography*. By B. C. WALLIS. (4s. 6d. net.)

The author states that this key is intended to help the busy teacher. It will certainly fulfil this purpose, and at the same time be very useful to students who wish to check their own work and to see the style in which their maps and diagrams should be drawn. Both illustrations and text are printed with great clearness and accuracy. Some of the sections (e.g. Fig. 35) might with advantage be drawn to a less exaggerated vertical scale.

HISTORY.

A History of England to 1485. By CYRIL E. ROBINSON. (5s. Methuen.)

This volume, by the History Master at Winchester College, is the first section of what is destined to be a four-volume history of England. One asks, as one thinks of the excellent and recent textbooks of Warner and Marten, Innes, and others—to say nothing of such old favourites as Gardiner, Oman, and Tout—all of which are still running, what possible justification there can be for the introduction of another into the well filled field. Mr. Robinson's work has many good qualities, but we do not note any so conspicuous as to place it in a class above its predecessors. It is written in a clear and attractive style; it presents a simple and lucid narrative, freed from the distraction of minor incidents; it is marked by sobriety of judgment and considerable political insight. Occasionally some of the information conveyed seems a little antiquated. The retention of the name, "Battle of Senlac," for the struggle of 1066 argues unacquaintance with the destructive criticism of Mr. J. H. Round. The plan of the Battle of Bannockburn does not fit in with the view of the great fight regarded as accurate by Mr. Mackenzie, Dr. Morris, and Prof. Tout. These, however, are but details. The book, as a whole, is a sound and scholarly piece of work.

"The National History of France."—*The Seventeenth Century*. By JACQUES BOULENGER. Translated from the French. (12s. 6d. net. Heinemann.)

This is the third volume of the excellent popular series of French histories produced under the editorship of M. Funck-Brentano, and now being translated for English readers. We are not told by whom the translation has been done, but it has been done very well. The

book reads like one of native origin, and there is hardly a trace of foreign idiom. The period covered in this volume is that between the dates 1610 and 1715; it opens with the assassination of Henri IV and ends with the senile decay of Louis XIV. This long century comprised only two reigns, but they were reigns of first-rate interest and importance. That of Louis XIII was illustrated by the genius of Richelieu. The opening years of Louis XIV saw Mazarin skilfully carrying out the great designs of his predecessor. The central years of the reign of the "sun king" were unparalleled in magnificence: France was not only the political centre of Europe, she was also the leader in arts, sciences, and civility. M. Boulenger's fascinating history not only traces the narrative of events during the period; it further presents a vivid picture of the social life of the time, and of the culture and humanity which flourished so luxuriantly under the patronage of the splendid court.

Belgium: the Making of a Nation. By Prof. H. V. LINDEN. Translated by S. JANE. (7s. 6d. net. Clarendon Press.)

This sketch of Belgian history was written in French by M. Van der Linden, Professor in the University of Liège, during a period of exile which he spent in Oxford while the recent war was raging. It is now presented to English readers in an excellent translation by Miss Sybil Jane. Considering the circumstances in which it was written, we regard it as remarkable not only for its fullness and accuracy, but also for its freedom from passion and prejudice. It is true that the Germans receive a few shrewd blows which suggest that the historian has not been able to forget that his home and his university were in their unholy occupation; but in the main the scientific spirit prevails. M. Van der Linden begins his sketch with the Roman Conquest; then traces the process of the Frankish invasion and the incorporation of the Belgian provinces into the empire of Charles the Great. He next shows how, on the break-up of that empire, the various feudal states took shape, and how they were gradually recombined first under the Dukes of Burgundy and then under the Kings of Spain: the economic importance of the Netherlands in the Middle Ages is well portrayed. The story of Belgium under Spanish, Austrian, French, and Dutch rule is more summarily treated. Finally, in fuller detail, is given the narrative of the attainment of independence in 1831, and the subsequent history of the kingdom.

The Real Wealth of Nations. By J. S. HECHT. (15s. net. Harrap.)

This is an original book, remarkably free from convention, and obviously the product of much independent thought. It is devoted to the task of proving that the future happiness of the world, together with the possibility of human progress, depends upon a vast increase in the productivity of industry. Far too many men produce no more than they consume, and thus add nothing to "the real wealth of nations." Some produce less than they consume, and so are positive burdens upon the economic community. Among these non-producers the author includes not only merchants and shopkeepers, and "other unnecessary middlemen," but also—shades of the Triple Alliance!—miners, transport workers, and railwaymen. He thinks that the prime duty of Government is to stimulate production, and he lays down many specific methods by means of which it may do so. We may note that his proposals involve a rigid State control of economic processes—including distribution and exchange—which would make Adam Smith, author of the unreal "Wealth of Nations," turn in his grave. Economists will read Mr. Hecht's book with curiosity. For it challenges all their conclusions, abandons all their definitions, and advances as "the real axioms of economics" a number of paradoxes which they will be inclined to say are nonsense.

The Great War, 1914-1918. By C. R. L. FLETCHER. (6s. net. Murray.)

Mr. Fletcher is a writer—learned, vigorous, illuminating—who approaches all the historical problems of which he treats with passion freely expressed and prejudice frankly avowed. As a rule, he has no need to be ashamed of his emotions: they are normally sane and healthy. At all times, however, they obscure his judgment and impair his trustworthiness as a guide. Down to 1914 he was pronouncedly and uncritically Teutonophile; for the Slavonic peoples he reserved his choicest vocabulary of loathing and contempt. Since the outbreak of the Great War Slavs and Teutons have changed places in Mr. Fletcher's regard, and no language is too strong in which to describe the barbarities of the Germans or the inanities of their English friends. This would be all right if one could feel that the change of attitude were due to study or reflection, but one has a painful consciousness that it is attributable solely to circumstances. Apart, however, from this subjective defect, Mr. Fletcher's brief sketch presents an admirable survey of the course of the war. Mr. Fletcher freely admits that, written immediately after the Armistice, it will probably need to be

(Continued on page 552.)

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corrected in many details as further knowledge becomes available; but meanwhile it serves a useful and patriotic purpose.

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"The Unity Series."—*Recent Developments in European Thought.* Essays arranged and edited by F. S. MARVIN. (12s. 6d. net. Milford.)

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The Theory of Determinants in the Historical Order of Development. Vol. III. By Sir T. MUIR. (35s. net. Macmillan.)

This third volume of the history of determinants covers the period 1860 to 1880. The earlier periods were predominantly those of research and discovery; but, now that the foundations had been well and truly laid, and a very considerable superstructure erected, writers began to busy themselves with the publication of comprehensive descriptions of the building. During the twenty-one years under review there appeared no fewer than sixty textbooks dealing with determinants alone, and several others in which the subject forms an important part. Glancing through the summaries of the various works, we notice a very useful condensation method for the evaluation of numerical determinants, which seems to have been completely ignored by subsequent writers. It was invented by C. L. Dodgson, author of one of the aforementioned textbooks. But the period was not merely one of compilation; steady progress was made in many directions, and it witnessed the introduction of the infinite determinant by Hill in his researches on the motion of the moon. Sir Thomas Muir makes all students of mathematics his debtors by his masterly summary.

"Pitman's Library of Commercial Education."—*The Principles and Practice of Commercial Arithmetic.* By P. W. NORRIS. (7s. 6d. net.)

This book is significant of the wider outlook which now prevails in the teaching of commercial arithmetic. It is divided into five sections, of which the first deals with the principles involved in calculation. We are glad to see that the author has had the courage to introduce a certain amount of elementary algebra. He is thereby able to prove, and not merely state, the rules for operating with logarithms, and to justify other processes of calculation. There is a very full discussion of the limits of accuracy in contracted methods, but we think the statement in paragraph 54, regarding the minimum

amount of work necessary to ensure a given degree of accuracy in continued multiplication is not quite correct. The expansion of $(10 + 10^{-1})^n$ by the binomial theorem will give a better estimate of the work necessary. This section also contains chapters on graphs and mensuration. The purely commercial sections are four, and deal respectively with The Business Undertaking, Trade, Finance, Transport and Insurance. The information they give on the matters of which they treat is trustworthy, and as nearly up to date as can be expected under present conditions. The student will find the book will not only equip him with the knowledge requisite to pass examinations, but help him in actual business life.

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An Elementary Spanish Grammar. By JAMES W. BIRCH. (5s. Methuen.)

A grammar of the type which presents no new features, and is hardly distinguishable from those written ten years ago. Even the accentuation is not modernized. Each lesson consists of grammatical treatment and exercises (English into Spanish and *vice versa*). These latter comprise isolated sentences of this type: "We went fishing yesterday, but caught nothing. Come what may, you must speak the truth. He said he would go and look for it." We do not know for whom this book is intended, but we should have thought that in the fifty-third lesson even an elementary class would be prepared for more advanced work than is given here.

Matriculation Spanish Course. By J. B. PRICE. (Sleaford: J. B. Price, Grammar School.)

An uninspired work, which is the "revised edition of a Spanish course originally published in Spain for the use of Spanish students learning the English language." The accentuation is not modernized, and the author seems in doubt as to when to accentuate *¿qué?* We should like to meet the matriculation candidate who, after working through this book, could translate the passages on pages 60 seq. without considerable assistance.

Cuentos de la América Española. Selected and Edited by ALFRED COESTER. (4s. 6d. net. Ginn.)


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El Licenciado Vidriera (Cervantes). Edited by E. ALLISON PEERS. (1s. 6d. net. Harrap.)

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- Geography by Discovery. By J. Jones. Teacher's Edition. *Sidgwick*. 3s. 6d. net.
- Cambridge County Geographies.—Scotland: Kirkcudbrightshire and Wigtownshire. By W. Learmonth.—Caithness and Sutherland. By H. F. Campbell. *Cambridge University Press*. 3s. 6d. net each.

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- From Gild to Factory. By A. Milnes. Third Edition, Revised and Enlarged. *Macdonald & Evans*. 3s. net.

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(Continued on page 556.)

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These School and Teachers' Advertisements are continued from page 553.

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Early Italian Literature: Vol. I. With Critical Introductions by Dr. E. Grillo. *Blackie*. 10s. 6d. net.

The London Phonetic Readers.—Conversations Françaises. By P. Passy. *University of London Press*. 4s. 6d. net.

Gems of German Poetry. Selected and Arranged by A. J. Ulrich. *Methuen*. 3s. 6d.

Spanish-English and English-Spanish Commercial Dictionary. By R. Lusum. *Routledge*. 3s. 6d. net.

Trubner's Language Manuals.—A Modern Greek Manual for Self-Tuition. *Kegan Paul*. 3s. 6d. net.

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Space, Time, and Gravitation. By Prof. A. S. Eddington. *Cambridge University Press*. 15s. net.

Popular Chemical Dictionary. By C. T. Kingzett. *Baillière*. 15s.

Social Science Textbooks.—Applied Eugenics. By P. Popenoe and R. H. Johnson. *Macmillan*. 14s. net.

The Selborne Botany for Schools. By P. J. Ashton. *Gill*. 2s. 3d.

The Nomenclature of Petrology. By Dr. A. Holmes. *Murby*. 12s. 6d. net.

Pitman's Common Commodities and Industries: Gold. By B. White. 3s. net.

Cocoa and Chocolate. By A. W. Knapp. *Chapman & Hall*. 12s. 6d. net.

A Junior Inorganic Chemistry. By R. H. Spear. *Churchill*. 10s. 6d. net. Part I, 5s. net.

Splendours of the Sky. By I. M. Lewis. *Murray*. 8s. net.

PRIZE COMPETITIONS.

THE prize for the July competition is awarded to "Ucalegon," and the second place to "Shax."

The winner of the June competition is Mr. H. Marshall, 31 Lushington Road, Eastbourne.

Extract from Paul-Louis Courier's Letters.

By "UCALEGON."

If you still keep any recollection, Madame, of the humblest of your servants, you will, I fancy, be interested to learn that I am living at Reggio, in Calabria, at the far end of Italy, further than I ever was from Paris and from you, Madame. During the six months that I have been meditating a letter to you, I have not been prevented from writing by want of matter, but of time and leisure. For we are winning our battles in our stride, and have never stopped till we got here, where land has failed us. That's a pretty smart conquest of a kingdom, I should say, and you ought to be pleased with us. But I, for my part, am not satisfied. All Italy is nothing to me if I can't add Sicily to it. I say this simply to keep up my character of conquering hero, for, between ourselves, it's little I care whether Sicily pays her taxes to Joseph or to Ferdinand. On that subject, I should be very willing to conclude an agreement, provided that I was allowed to ramble there at will; but to have come so near, and not to be able to set foot on it, isn't it enough to make one mad? We do, indeed, see it, as you from the Tuileries see the Faubourg Saint-Germain; I assure you the strait is scarcely broader, and yet we are at a loss how to cross it. Would you believe that we are held up by that trickle of salt water? But there isn't a single boat, that's the rub. Some are coming, so they say; as long as I have this hope, do not imagine, Madame, that I ever cast a look behind to those scenes where you dwell, much as they delight me. I want to see the land of Proserpine, and to get some idea why the devil took a wife from that country. I do not hesitate, Madame, between Syracuse and Paris: out-and-

(Continued on page 558.)

Guy's Hospital Medical School.

The Hospital, which is situated two minutes' walk from London Bridge, contains 644 beds.

Students are appointed to Dresserships and Clerkships in the Wards and Out-Patient Departments on the sixteenth day of January, April, July, and October. All Students hold the following posts in turn: Surgical Ward Clerk, Medical Ward Post-mortem Clerk, Surgeon's Dresser, Dresser in a group of Special Departments, Obstetric Dresser and Extern Obstetric Assistant. Numerous other posts are open for application.

The Medical School Buildings have all been erected or rebuilt since 1904, the Department of Anatomy in 1904, of Biology in 1905, of Physiology in 1910, of Chemistry in 1910, of Physics in 1910, and of Pathology in 1912. The Wills Library was presented in 1903, the Gordon Museum in 1905.

The Students' Club and Residential College were erected in 1890. The Club contains reading, dining, and smoking rooms, while the College affords accommodation for about 60 Students, who may be summoned to the Wards at any hour of the day or night.

Adjoining the Club are the Pavy Gymnasium, a covered swimming bath, and a squash racquet court. The Athletic Ground, of nine acres, is situated at Honor Oak Park, distant about 15 minutes by train.

FEES AND COURSES.

FIRST YEAR—For Preliminary Science Course: £22. 8s. for 12 months or less period, deducted from the Entrance Fee payable as a Second Year's Student. A special fee of £7 is charged for materials for this course.

SECOND OR THIRD YEAR (after First M.B.): Entrance Fee, £28. Annual composition fee, £49, including all necessary materials.

FOURTH YEAR (after Second M.B.): Entrance Fee, £14. Annual Composition fee, £49, including all necessary materials.

Provided a Student has paid three annual composition fees, a proportionate rebate will be allowed from the last on his obtaining an approved qualification at any time within nine months of the last payment.

Entrance Scholarships to the value of £660 are awarded annually in September.

For further particulars, and permission to be conducted over the School Buildings, application should be made to

THE DEAN, GUY'S HOSPITAL, S.E.1.

UNIVERSITY OF EDINBURGH.

Chancellor: The Right Hon. A. J. BALFOUR, O.M., D.C.L., LL.D., &c.

Rector: Admiral The Right Hon. EARL BEATTY, O.M., G.C.B., G.C.V.O., D.S.O.

Principal and Vice-Chancellor: Sir J. ALFRED EWING, K.C.B., M.A., D.Sc., LL.D., F.R.S.

Secretary to the University: WILLIAM WILSON, M.A., LL.B., Advocate.

The **Summer Session** extends from about the middle of April to the end of June; in Law, from May to July.The **Winter Session** opens about the beginning of October and closes about the middle of March.

The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery, and Music**, in all of which full instruction is given and Degrees are conferred. There are many different avenues to the **Degree of M.A.** (Honours and Ordinary), the graduation subjects embracing English, History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The wide scope of the Arts Curriculum permits of the combination of Arts, Science, Medical, or Special Studies; and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of Ph.D., D.Litt., and D.Sc. are conferred. The Degree of **Bachelor of Education** is conferred on candidates who have attended Courses and passed Examinations in Psychology and in Education (Theoretical and Practical). A Diploma in Education is also conferred. A Degree of **Bachelor of Commerce** (B.Com.) has been recently instituted, and Special Courses in various Commercial subjects have been provided. **Diplomas** are granted in **Geography** and in **Actuarial Mathematics**. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering, Public Health, and Veterinary Science**; and the Degree of B.Sc. in **Agriculture and Forestry**. Temporary Regulations have been framed for a **Diploma** and a **Certificate in Forestry** for the behoof of Officers and men who have served in the War. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and the Degree of Bachelor of Divinity (B.D.) is conferred. The **Law** Faculty, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and Constitutional History, Roman Law, and Political Economy, as also Lectureships in other important branches of Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, Royal Asylum for the Insane, and other institutions. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.); and these Degrees qualify for practice throughout His Majesty's dominions, and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. A **Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, and specially approved Medical Practitioners who have resided abroad. There are also **Diplomas in Public Health** (D.P.H.) and in **Psychiatry** (Dipl. Psych.). In **Music** there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

The University Staff consists of 50 Professors, over 90 Lecturers, and about 60 Assistants and Demonstrators. The annual amount available for Fellowships, Scholarships, Bursaries, Prizes, &c., is over £21,000. Facilities are afforded for research in scientific and other subjects: and numerous Post-Graduate.

Women may attend the Classes in all the Faculties, and they are admitted to graduation in Arts, Science, Law, Medicine, and Music.

Information regarding admission to the University, the Curricula of Study for Degrees, &c., the Examinations for Fellowships, Scholarships, &c., may be obtained from the DEANS OF THE FACULTIES, or from the CLERK OF SENATUS; and full details are given in the University Calendar, published by Mr. JAMES THIN, 55 South Bridge, Edinburgh—price 3s. 5d. by post. The Preliminary and Degree Examination papers in each of the Faculties are also published by Mr. JAMES THIN, viz.—Preliminary, 1s.; Arts Bursaries, 6d.; Degree papers: Arts, 1s.; Science, 1s.; Divinity, Law, &c., Medicine, 6d. each; Music, 3d.

1920.

By order of the Senatus,

WILLIAM WILSON, Secretary.

ST. MARY'S HOSPITAL MEDICAL SCHOOL, PADDINGTON, W.2. (University of London.)

THE WINTER SESSION will begin on October 1st, 1920, when students can join classes in Preliminary, Intermediate, or Final Subjects.

Special features of this Medical School are:—

Healthy West-end Situation.
1,000 Beds for Clinical Teaching.
Athletic Ground of 10 acres.

Owing to the recent affiliation, for teaching purposes, of the Paddington Infirmary, Paddington Green Children's Hospital, and the Maida Vale Hospital for Nervous Diseases, the scope of the Clinical Instruction has been greatly increased.

Full particulars and prospectus may be obtained from the DEAN.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 555.

WANTED, in September, for a College in Cambridge, a TUTOR in MATHEMATICS (man or woman), with, if possible, Physics as a subsidiary subject. Must be a Graduate in High Honours. Salary £250-300. Apply, stating age and qualifications, to—Address No. 11,065, care of Mr. WILLIAM RICE, 3 Ludgate Broadway, E.C.4.

Posts Vacant—continued.

BECKENHAM EDUCATION COMMITTEE.

BALGOWAN ROAD (NEW) CENTRAL SCHOOL.

Wanted, in October, ASSISTANT MASTERS and MISTRESSES, with a University degree or other special qualifications in either (a) Mathematics and Science; or (b) French (and subsidiary subject); or (c) two or more of the following subjects:—English, History, Geography, Physical Training, Commercial subjects, Drawing and Music. Salary according to qualifications:—

	Men.	Women.
Minimum ...	£190 to £225.	£175 to £215.
Maximum ...	£390 to £415.	£316 to £346.

Annual increment in each case £10.

In addition to the minimum salary set out above, previous service will be allowed by the addition of one increment under the Scale for each year of service, wherever rendered.

Applications on the prescribed form, which will be sent on receipt of stamped addressed foolscap envelope, must reach the undersigned not later than 31st August.

Canvassing in any form will disqualify.

J. R. HAMBRIDGE.

Education Offices, Beckenham.

24th July, 1920.

Secretary.

DENBIGHSHIRE EDUCATION AUTHORITY.

Applications are invited for the post of GENERAL SCIENCE INSTRUCTOR for the County Farm Institute.

Applicants must be qualified to teach Agricultural Chemistry and Agricultural Botany.

A knowledge of Forestry will be regarded as an additional qualification.

The salary offered is £180 to £450 per annum, according to qualifications and experience.

Forms of application, together with list of duties, may be obtained, on the receipt of a stamped addressed envelope, from the PRINCIPAL, Llysfas Farm Institute, Ruthin, and must be returned, together with copies of not more than three recent testimonials, not later than August 7th, 1920.

20th July, 1920.

Posts Vacant—continued.

GOVERNMENT OF TRAVANCORE, INDIA.

TRAINING COLLEGE FOR TEACHERS.

Applications are invited for the post of VICE-PRINCIPAL in the Training College for Teachers, Trivandrum. Applicants should be under 35 years of age and have teaching experience and academic qualifications in as many as possible of the following subjects:—

Mathematics,
Physics,
Chemistry,
Botany and Nature study;

A knowledge of, and an interest in, outdoor games will be an additional recommendation.

The salary of the post is 600 rupees (at present between £55 and £60) per mensem, rising by annual increments of Rs. 50 per mensem to Rs. 750. The total period of service is 21 years including 5 years' furlough. Pension on medical certificate is payable after 7 years' service. The pension for the full period of service is £365 per annum. The selected candidate will have a free house or Rs. 50 per mensem house rent.

Applications, with testimonials and references as to character and ability as a teacher, should be sent to Dr. G. F. CLARK, c/o Messrs. WILSON, CHALMERS & HENDRY, Writers, 40 St. Vincent Place, Glasgow, from whom any further particulars can be obtained.

NORTHUMBERLAND EDUCATION COMMITTEE.

Applications are invited for the post of ASSISTANT ORGANIZER OF PHYSICAL TRAINING (WOMAN). Salary £200 per annum, rising by annual increments of £20 to £300, and travelling expenses. The person appointed will be required to assist in the organization and supervision of Physical Training in elementary schools in the county and to undertake such other duties in connexion therewith as may be determined.

Further particulars and forms of application, which must be returned before August 17th, may be obtained from the undersigned.

The Moothall,
Newcastle-on-Tyne.
July, 1920.

C. WILLIAMS,
Director of Education.

out ockney though I be, still I prefer Arethusa to the Fountain of the Innocents.

The prize-winner caught the lightness and briskness of Courier's style better than did any of his rivals, except perhaps one, who unfortunately ruined his chance by using "like" for "as"! But the version is open to some criticism. The first sentence should run something like this: "However little, madam, you may remember the humblest of your servants, I fancy you will not be sorry to hear that I am alive and at Reggio." For *canal*, the best word is "channel," which applies equally to a river and a strait, and the worst is "canal." *Quoi qu'ils me plaisent fort*: a large number of candidates translated, "though I love them much," an expression of strong feeling quite at variance with Courier's character. Many failed over the last sentence. *Badaud* is the man who lounges about town; *tout . . . que*, with indicative, is always "though"; *Aréthuse* is the fountain in Sicily, where

"Arethusa arose
From her couch of snows,"

while the *Fontaine des Innocents* is at Paris.

The prize-winner is reminded that to underline words in a translation which are not italicized in the original is a confession of weakness.

"F.W.M." is requested to state whether the full name which he appends to his versions is a real name or a pseudonym.

We classify the 100 versions received as follows:—

Class I.—(a) Ucalegon, Shax, Thersites, Beaver, Onus, F.W.M., Edimbourgeoise, John Edals, Defiance, Esse quam videri.

(b) Rex, Emile, Ray, E.M.H., Menevia, Ibex, Primrose, A.P., Bésigue, London Topaz, Leander, Galloise, Sirach, Mike, Thusera, Nihil, Clarence Clovelly, Ange Bleu, Vidi.

Class II.—McD., Van, B.O.P., Virginia, Quae supra, White Heather, Fifi, Rosemary, Tregonissey, Bugle, Hibernia, Cerdin, Zephyr, Spes, Tregorrick, Sports, Fitzalain, Jolande, W.J.T., Ivy, Borealis, Augustus, D.W.D., Noémi, Frog, Bobby, M.B.H.M., Agricola, Ninon, Sirius, Robert le Diable, Orpheus, Eugène, Bébé, Novice, Brawney, Bedford, Brian Boru, Spaghetti, Mimi, Hesperus, Simplicité, Madam, Marquillera, Saton, Sago, Florah, Ted.

Class III.—George, Macaroni, G.C., Wyoming, J.S., Vermicelli, A.H.McC., Feugh, W.D.M., Gisèle, K.I.S., Corsica, B.A., Gato, Yorkshire Lassie, C.W.S., Réalto, F.W.B., Semolina.

Class IV.—Mineur de Charbon, Imogen, Tapioca, Styx.

A Prize of Two Guineas is offered for the best translation, in prose or verse, of the following lines by Richard Dehmel:—

DIE STILLE STADT.

Liegt eine Stadt im Tale,
Ein blasser Tag vergeht;
Es wird nicht lange dauern mehr,
Bis weder Mond noch Sterne,
Nur Nacht am Himmel steht.
Von allen Bergen drücken
Nebel auf die Stadt;
Es dringt kein Dach, nicht Hof noch Haus,
Kein Laut aus ihrem Rauch heraus,
Kaum Türme noch und Brücken.
Doch als den Wanderer gräute,
Da ging ein Lichtlein auf im Grund;
Und durch den Rauch und Nebel
Begann ein leiser Lobgesang,
Aus Kindermund.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on August 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

SUBSCRIPTION ORDER FORM.

To Mr. WILLIAM RICE, 3 LUDGATE BROADWAY, LONDON, E.C.4, ENGLAND.

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This form may be sent through any Bookseller or Newsagent, or direct to the Publisher, if so preferred.

*Subscriptions may commence at any time.

SHAKESPEARE.—For Oxford and Cambridge Locals.

LECTURE RECITALS by Mr. ADRIAN HARLEY

1920, "The Tempest," "Hamlet," "Julius Caesar," &c.

From the Rev. E. HARTLEY-PARKER, Head Master, London Orphan School, Watford.—"In his Lecture Recital on 'As You Like It,' Mr. Adrian Harley absolutely held his audience. . . . Not only was his lecture an educational and literary treat, but the dramatic power with which he portrayed the several characters made the play alive."

For terms and vacant dates apply—

RELFÉ BROS. Ltd., 6 Charterhouse Buildings, Aldersgate Street, E.C.1.

Kensington College,

34 Bishop's Road, Paddington, W.2.

(Director:

Mr. JAMES MUNFORD, V.D., F.R.S.A., F.R.C.I.),

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supplies a modern and comprehensive Training for Private Secretaries, Correspondents, Accountants, and Journalists. It confers Diplomas in Secretarial Training. Actual experience in Secretarial work and responsible office management is provided in the College Offices. A choice of appointments is guaranteed every Graduate. The College is both Day and Residential.

PROSPECTUS AND SOLICITOR-GENERAL'S SPEECH POST FREE.

"HOW TO BECOME A NAVAL OFFICER."

Containing in a concise form the regulations relating to the entry of Cadets (age limits 13 years 4 months to 13 years 8 months) into the Royal Naval College, Osborne; with instructions as to how to apply, &c., and a full illustrated description of life at the Royal Naval Colleges, Osborne and Dartmouth. GIEVES, Ltd. (Publication Dept.), "Royal Navy House," 21 Old Bond Street, London, W.1.

"THE ROYAL NAVY AS A PROFESSION."

Descriptive of life in the Royal Navy, how to enter all commissioned branches, with Admiralty regulation thereon, rates of pay, &c.

Price **3s. 6d.** net. Postage **6d.**

GIEVES, Limited,

"ROYAL NAVY HOUSE," 21 Old Bond Street, LONDON, W.1.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 557.

MISS SELBY'S EDUCATIONAL BUREAU, 1, VICARAGE ROAD, EASTBOURNE.
—Vacancies: Music, Classic, Geography, Mathematical, Drill, Form Mistresses, Students. Good Schools, good salaries. Disengaged: Experienced Lady-Matron, Junior Mistress, French Students, &c.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.
MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N.12.

STUDENT wanted in a small Private School. Preparation for Public Examination or small salary and time to study offered in return for services. Apply—PRINCIPAL, White Cottage, Burley, near Brockenhurst, Hants.

MASTERSHIPS.

CAMBRIDGESHIRE EDUCATION COMMITTEE.

CAMBRIDGE AND COUNTY SCHOOL FOR BOYS, CAMBRIDGE.

Wanted, in September, an ASSISTANT MASTER for Elementary Science and general assistance in Form work. Graduate. Minimum initial salary £190, rising by £10 to £230, and thence by £15 to £350. Previous experience will be taken into consideration in fixing initial salary. Forms of application, which should be returned immediately, may be obtained of the EDUCATION SECRETARY, County Hall, Cambridge. 24th July, 1920.

Posts Vacant—continued.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR BOYS, GRAVESEND.
Required, ENGLISH MASTER (or MISTRESS) for Senior Forms. Some French an advantage. Salary in accordance with the County scale, plus bonus. Applications to be forwarded at once to the Head Master, County School for Boys, Gravesend.
E. SALTER DAVIES,
20th July, 1920. Director of Education.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR BOYS, DOVER.
Applications are invited for the following vacancies:—
(1) MATHEMATICS AND PHYSICS MASTER.
(2) FRENCH SPECIALIST TEACHER (residence abroad essential).
(3) JUNIOR SCHOOL MASTER for History, English, and general Mathematics.
(4) ENGLISH HONOURS MASTER.
Salary in accordance with the County scale, plus bonus. Applications to be forwarded at once to the Head Master, County School for Boys, Dover.
E. SALTER DAVIES,
20th July, 1920. Director of Education.

PUBLIC SCHOOL AND UNIVERSITY MAN required as an ASSISTANT

SCHOOLMASTER in the Education Department of Southern Rhodesia. Good French essential. Subsidiary English, Latin, and History. Salary £420, by annual increments of £18 to £600. Outward passage paid. Candidates must be under thirty years of age and single. Apply—SECRETARY, British South Africa Company, Rhodesia House, 2, London Wall Buildings, E.C.2.

Posts Vacant—continued.

NORWICH EDUCATION COMMITTEE.

CITY OF NORWICH SCHOOL.
Head Master: WILLIAM R. CURLEY, M.A. (Cantab.).

GRADUATE SCIENCE MASTER required, with Honours (1st or 2nd) Degree in Science, particularly Physics. Teacher appointed would be required to take the advanced work and to help with Advanced Course.

Salary, minimum, £240, rising by annual increments of £15 to £450. Experience in Secondary Schools recognized by the Board of Education as efficient would be counted in determining the initial salary. Additional increments to the minimum will be given for

- (a) First Class Honours Degree (£30), or
- (b) Fourth Year Post-Graduate Course (£15), but additional increments will not be given under both (a) and (b).

Forms of application may be obtained from the undersigned. D. O. HOLME, Castle Chambers, Secretary for Education, Norwich.

EDUCATION AUTHORITY OF GLASGOW.

LANGSIDE DEAF AND DUMB INSTITUTION.

Applications are invited by the Langside Deaf and Dumb Institution, in conjunction with the Education Authority of Glasgow, for the post of HEAD MASTER AND SUPERINTENDENT (resident) of the above-named institution, which will become vacant on 31st December, 1920, by the retirement of Dr. Addison. Salary and emoluments will be in terms of the scale of the Authority. Particulars as to duties, &c., can be had on application to the Director of Education, 129 Bath Street, Glasgow, to whom all applications (which should be made on the prescribed form), accompanied by copies of three recent testimonials, should be sent not later than 30th September, 1920.

Education Offices,
129 Bath Street, Glasgow,
1st July, 1920.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational Agents (Estd. 1833),

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

(For many years at 34 BEDFORD STREET, STRAND, LONDON, W.C.2.)

Telegraphic Address:
Scholasque, Westrand,
London.

SCHOOL TRANSFER DEPARTMENT.

Telephone:
Gerrard 7081.

Schools transferred and valued. No charge whatever will be made to vendors of Schools or School Partnerships by Messrs. GRIFFITHS, POWELL & SMITH unless a sale is effected or agreed upon. No commission charge whatever made to Purchasers of Schools or School Partnerships.

Applications from intending purchasers are solicited for the following properties:

GIRLS'.

West of England.—High-class Boarding and Day School for Girls. Established and conducted by vendor 13 years. Gross receipts past year, £2,000. There are 17 Boarders paying from 60 to 75 guineas per annum, according to age, and 30 Day Pupils, paying 4 to 5 and 7 guineas per term. Rent of one house, £35. Price for goodwill by arrangement.—No. 7,126.

Channel Islands.—Boarding and Day School for Girls. Gross receipts past year, £500. Net profits past year, £280. Rent of very fine house, with large and well ventilated rooms, 1 year of lease to run, but could be renewed for 3 years on same terms, £60. There is 1 Boarder paying £2 per week and 60 Day Pupils paying from £1. 10s. to £3. Price for goodwill, £350. School furniture, £50; part of household furniture, £150.—No. 7,131.

Surrey.—Girls' Boarding and Day School. Gross receipts past year, £1,000. Average gross receipts past three years, £900 to £1,000. Net profits last year, £200. Number of Boarders 9, paying £50 to £60 per annum. Number of Day Pupils 29, paying £3. 3s. (mornings only), and £6. 6s. per term for ordinary pupils. The Vendor will accept

1½ terms' fees for goodwill. School furniture at valuation.—No. 7,163.

Surrey.—Day School for Girls with Kindergarten Department. Gross receipts past year £365. Average gross receipts past three years £342. Number of pupils 29, paying from 2 to 3½ guineas per term. Rent of detached house £52. Price for goodwill by arrangement.—No. 7,165.

Devon.—Middle-class Boarding and Day School for Girls. Little Boys up to 9 taken. Established 45 years. Gross receipts past year, £828. 1s. 4d. Net profits past year, £361. 16s. 1d. 13 Boarders paying £11. 11s. to £13. 13s. a term, and 46 Day Pupils paying £1. 1s. to £2. 16s. per term, without extras. Rent of detached house, with fair sized garden, only £35 yearly tenancy. Price for goodwill about £550. School and household furniture at valuation.—No. 7,164.

Hunts.—Girls' Boarding and Day School. Boys taken up to 10 years of age. Established about 60 years. Gross receipts for past year, £614. 13s. 6d. Number of Boarders, 8; terms £30 to £33 per annum, and extras. Number of Day Pupils, 45; terms 4½ to 10½ guineas per annum, according to age. Rent of house, £55 yearly tenancy. The vendor is willing to accept one term's fees by way of premium for goodwill. Furniture at valuation.—No. 7,162.

BOYS.

Kent.—Boys' Boarding and Day School. Established many years. Gross receipts past year, £4,000. Number of Boarders, 70, terms average 50 guineas per annum. Number of Day Pupils, 10, terms average 21 guineas per annum. Extras about £300 per annum. Rent £80 per annum—11 years of lease still to run. Price for goodwill, £1,350. Household, private, and school furniture, £2,000. Total for the whole place, £3,350—£2,000 to be paid down and the balance by instalments.—No. 8,049.

London, S.W.—A client of ours who has an old-established School in a good residential neighbourhood in the south-west of London is prepared to sell to a suitable purchaser. The School appears to be a most successful one, and we should say a genuine investment. We understand there are 110 Pupils, of whom 17 are Boarders. The latter pay 63 guineas per annum, and the Day Pupils about £12 per annum. Rent of good house, £95 per annum, held on 12 years' lease with break at every 3 years. Very considerate landlord. Price for goodwill, £1,500. School furniture at valuation, or freehold of house, goodwill, and furniture, about £3,000.—No. 8039.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—
GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

The Journal of Education and School World

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Messrs. GRIFFITHS, POWELL & SMITH,

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Educational and School Transfer Agents,
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TO ASSISTANT MISTRESSES.

SEPTEMBER VACANCIES.

Messrs. GRIFFITHS, POWELL & SMITH invite immediate applications from well qualified Assistant Mistresses for the following appointments:—

ENGLISH, GENERAL, &c.

Graduate for general Form work in either Lower School or Middle Form. £120 resident. (Essex.)—No. 249.

Good all-round Form Mistress, with special qualifications in History. Some Mathematics and Arithmetic. £180. (Somerset.)—No. 246.

English Mistress for girls over 14 years old. First-class School. Good salary resident. (Eastbourne.)—No. 224.

Graduate for advanced Latin and Mathematics. £100 resident. (Scotland.)—No. 218.

Well qualified, experienced Senior Mistress. Salary up to £200 resident. First-class School. (Herts.)—No. 210.

Well qualified Mistress, to take charge of educational side of School. Salary £150 and capitation fee. (Sussex.)—No. 189.

Assistant Mistress for Middle and Lower Form Work. £120 resident. (Kent.)—No. 185.

Mistress to teach Geography and History. Salary to a Graduate from £100 resident. (Isle of Man.)—No. 167.

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Four Assistant Mistresses, to take between them English, History, Geography, Science, Mathematics, and Languages. Salaries from £80 to £110 resident. (Scotland.)—No. 152.

English Mistress. Able to prepare for Senior Oxford. Churchwoman. Salary £80 to £110 resident. (Somerset.)—No. 139.

Assistant Mistress for good Arithmetic Algebra, Geometry to Matriculation standard. Salary to be arranged, resident or non-resident. (London, S.W.)—No. 134.

Assistant Mistress to prepare for Oxford Locals. Salary £80 to £100 resident. (Dorset.) No. 128.

MATHEMATICS AND SCIENCE.

Mistress for good Mathematics. Salary from £100 resident. Good School. (Sussex.)—No. 157.

Mistress for Lower Form Mathematics and Elementary Science. Salary £170 to £350 non-resident, according to qualifications. (N. Wales.)—No. 216.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses. 250 posts for Junior Mistresses asking salaries of from £40 to £70 resident.

50 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

Particulars of Suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Mistresses, on application, free of charge. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 500 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers. to whom no Commission will be charged.

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Mathematics and Science.—Continued.

Assistant Mistress for good Physics. Minimum salary £250 to £300 non-resident. (Cumberland.)—No. 207.

Mistress for Botany for the Advanced Course in Mathematics and Science. Graduate in Honours. Salary £280 to £330 non-resident. (Staffs.)—No. 252.

MODERN LANGUAGES.

Senior French Mistress required, County School. Graduate £190 to £280, non-Graduate £160 to £260. (Wilts.)—No. 062.

Mistress, to take French throughout the School. History and Physical Exercises a recommendation. £170 to £350. County School. (North Wales.)—No. 233.

Mistress for French and Geography. County School. Salary £175 to £300. (Suffolk.)—No. 223.

Graduate for French, to teach on Direct Method. County School. £160 to £280. (Devon.)—No. 220.

MUSIC.

Experienced Music Mistress. L.R.A.M. Good salary resident. (Cheshire.)—No. 254.

Music Mistress for Piano chiefly. First-class School. Salary about £75 resident. (Sussex.)—No. 188.

Music Mistress with some experience. £80 resident. (Scotland.)—No. 184.

Two Music Mistresses: (1) Piano and Class Singing, and (2) Piano and, if possible, some German. Should hold L.R.A.M., and teach on the Matthay Method. Salaries from £100 resident. First-class School. (Sussex.) No. 158.

Senior Music Mistress. Able to prepare for Examinations. L.R.A.M. Salary £80 to commence. (Staffs.)—No. 131.

Music Mistress required. Piano, Theory, Harmony, Solo and Class Singing. Salary £80 to £100. (Somerset.)—No. 080.

Music Mistress required, with good qualifications. First-class School. £90 resident. (Sussex.)—No. 047.

Senior Music Mistress required for Piano and Class Singing. Salary up to £95 resident. (Somerset.)—No. 993.

KINDERGARTEN.

Kindergarten Mistress required for Form II. Salary about £70 resident. (London.)—No. 037.

Freobel Trained Teacher required for Form II. Salary £80 resident. (Middlesex.)—No. 042.

Kindergarten Mistress to train students for Part I Freobel Examination. Salary £80. (Somerset.)—No. 141.

Kindergarten Teacher required. Salary £90 resident. (Berks.)—No. 173.

Two Kindergarten Mistresses holding Higher Freobel Certificate. Salary £100 resident. (Convent School near London.)—No. 251.

GYMNASTICS and GAMES.

Drill Mistress required. Salary from £100 resident. (Convent School near London.)—No. 250.

Mistress required for Physical Culture and Games. Good salary resident. (First-class School in Sussex.)—No. 225.

Mistress required for Drill and Gymnastics. Roman Catholic. Good salary. Convent School. (Cheshire.)—No. 200.

Games Mistress for high-class School. Good salary. (Gloucestershire.)—No. 194.

Mistress required for Gymnastics, Games, Swimming and Dancing. Good salary. (Lincs.)—No. 116.

Mistress required for Dancing, Games, and Gymnastics. Salary £70 resident. (Essex.)—No. 103.

Good Physical Mistresses required, able to take Dancing and organize Girl Guides. £100 or more resident. (Yorks.)—No. 043.

POSTS ABROAD.

Constantinople. — Mathematical Mistress. £130 resident. First-class passage paid.—No. 162.

Constantinople. — Three Mistresses for First and Second Forms. Salary £90 and passage paid.—No. 163.

India. — Good English to Senior Camb. French, Drill, and Drawing. Churchwoman. £120 resident. Passage paid.—No. 232.

Several **Matrons and Matron House-keepers** required. Good salaries.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 560.

ROYAL AIR FORCE SCHOOLS OF TECHNICAL TRAINING (BOYS)

APPLICATIONS are invited for a number of vacancies in Grade III (Assistant Masters) on the Civilian Educational Staff of the Schools for BOY MECHANICS at the undermentioned Royal Air Force Stations:—

CRANWELL, near SLEAFORD, Lincs.
HALTON, near WENDOVER, Bucks.

The subjects of instruction include Practical Mathematics, Applied Mechanics, General Physics, Drawing, and English (language, literature, geography, history, and civics).

Candidates must possess a University degree or equivalent qualification, and will be required to teach either (1) Mathematics and Science, or (2) English, preferably with Mathematics or Science as a subsidiary subject.

The Salary scales, to which the full Civil Service bonus will be added, are as follows:—

Grade	Basic Scale.	Approximate rate with current bonus (subject to variation)
I (Head Master)	£450-20-£550	£757 to £904
II (Senior Master)	£250-10-£300	£464 to £757
	15-£450	
III (Assist. Master)	£150-10-£200	£308 to £611
	15-£350	

In fixing the initial rates of salary in appointments to Grade III allowance may be made for previous experience of a suitable character up to a maximum of ten years (ten increments of the scale).

For those who complete three or more years of service there will be a scheme of deferred pay in lieu of pension.

Forms of application with further particulars can be obtained on application to the SECRETARY (T.2.b.), Air Ministry, Kingsway, W.C.2.

HELE'S SCHOOL, EXETER.

Head Master: Mr. F. G. SNOWBALL, M.A. Oxon.

Required in September:—

One MASTER to teach Mathematics.

One MASTER to teach English (with History subsidiary).

One MASTER to teach English (with French subsidiary).

Temporary scale: Graduates, initial salary £210 to £325, according to experience.

Forms of application to be obtained from A. C. BANCROFT, Secretary for Education, 39 Southemhay West, Exeter.

QUEEN'S COLLEGE, TAUNTON.

Required, in September, MASTER to teach Modern Languages. Graduate. Salary £180 to £400 resident. Apply—HEAD MASTER.

WARMINSTER COUNTY SCHOOL.

SCIENCE MASTER (graduate), required in September, to be responsible for Science (chiefly Physics) throughout school. Physical Drill and Games a recommendation. Salary according to County Scale. Applications should reach the HEAD MASTER before August 7th.

MARKET DRAYTON BOYS' GRAMMAR SCHOOL.

Wanted, for September, GRADUATE to take charge of Rural Science. Work to Oxford Senior Local and College Scholarship standard. Practical knowledge of Agriculture and Horticulture essential. 1½ acres for experimental work. Previous experience desirable. Salary on Salop County new scale, with allowance for Honours and previous secondary experience in fixing initial salary. Apply, with testimonials and references, to the HEAD MASTER.

BORDEN GRAMMAR SCHOOL,

SITTINGBOURNE.—Required, in September, JUNIOR FORM MASTER. Special subject: Elementary Physics. Salary according to the Kent County scale. Apply to W. MURDOCK, M.A., B.Sc., Head Master.

Posts Vacant—continued.

REQUIRED, next term, a FORM MASTER. Graduate, with good French qualifications. State other subjects taught, and experience. Salary according to L.C.C. Secondary scale. Apply—HEAD MASTER, Addey and Stanhope School, New Cross Road, S.E.14.

REQUIRED. — For Boys' High School, Cape Province, an ASSISTANT SCHOOLMASTER, to teach mainly Latin from Standard VI or VII to Standard X, which is a standard preparing for Matriculation Examination. Subsidiary subjects, French or elementary Science. If the teacher is resident, he must be prepared to assist in supervision duties. Disciplinary ability is essential, and all candidates must be qualified to assist in outdoor sport, cadet corps, &c. Degree and recognized training certificate essential. Salary commences at £330, to rise to £540 per annum. Date required, January 31st, 1921. Applications should be made immediately to the SECRETARY (Africa) Society for the Overseas Settlement of British Women, Hotel Windsor, Victoria Street, London, S.W.1.

LONDON.—RUTLISH SCHOOL, MERTON, S.W.19.

(450 boys, 20 minutes from Waterloo.)

Wanted, in September:—(1) a GRADUATE MATHEMATICAL MASTER. Salary as per Surrey scale (non-resident): Initially, £235 to £340, according to previous experience; annual increments, £15; max. £460.—Apply to the HEAD MASTER.

MISTRESS-SHIPS.

IPSWICH HIGH SCHOOL

(G.P.D.S.T.).—CLASSICAL MISTRESS wanted in September. Honours degree. Salary from £170. Apply, stating subsidiary subjects offered, HEAD MISTRESS, High School, Westerfield Road, Ipswich.

COUNTY BOROUGH OF BURNLEY EDUCATION COMMITTEE.

BURNLEY HIGH SCHOOL FOR GIRLS.

Principal: Miss L. J. WOOD, M.A.

The Committee invite applications for the following post:—FORM MISTRESS. Degree essential. Chief subjects: History and English. Salary range for Graduate—£170 to £350. Commencing salary will be fixed according to qualifications and experience. To commence duty 13th September next. Form of application and scale of salary will be forwarded on receipt of a stamped, addressed foolscap envelope. Applications should be returned as soon as possible to the DIRECTOR OF EDUCATION, Education Office, Burnley.

A. R. PICKLES,
Director.

Education Office, Burnley.
25th June, 1920.

GLOUCESTER.—RIBSTON HALL SECONDARY SCHOOL FOR GIRLS.

The Governors invite applications for the post of HEAD MISTRESS of the above new Supplementary School, to be opened in January next.

The School will be a Secondary School under the Board of Education, with accommodation for about 170 girls aged 8 to 16 (Cambridge Senior Examination standard).

Candidates must hold an Honours degree of a British University, or possess equivalent qualifications.

Salary £350, rising by annual increments of £25 to £450 per annum.

Applications, stating age, qualifications, and previous experience, accompanied by two copies of three recent testimonials, should be sent to the undersigned not later than September 10th.

A. BALLINGER,
Clerk to the Governors.

24 Barton Street, Gloucester.

MISTRESS, Kindergarten, resident, for September term. Fully qualified and experienced.—Rev. M. E. FINNIS, Victory House School, Sheringham.

Posts Vacant—continued.

SHANGHAI MUNICIPAL COUNCIL.

EDUCATIONAL DEPARTMENT.

Three Assistant Mistresses are required in the Council's Schools. Candidates to be from 25 to 35 years of age and unmarried. They should be trained, certificated, and experienced. The following special particulars apply to the three appointments:—

- (1) Experienced ASSISTANT MISTRESS, for Lower Forms, with Higher Froebel Certificate, and to be a good disciplinarian.
- (2) Experienced ASSISTANT MISTRESS, for Upper Forms. Trained Graduate, and specially qualified to teach Geography. To be a good disciplinarian.
- (3) Specially qualified to undertake Kindergarten work.

Pay: 189.75 taels per mensem, without allowances, except participation in the Superannuation Fund; under agreement for three years, with an increase if the agreement is renewed. At the present rate of exchange, 4 taels equal £1; exchange is, however, liable to fluctuation. First class intermediate passage is provided and half pay during voyage.

Further particulars and application forms may be obtained of the Council's Agents, to whom applications should be sent as soon as possible.

JOHN POOK & CO., Agents.
Shanghai Municipal Council,
68 Fenchurch Street,
London, E.C.3.

July, 1920.

NEWPORT (MON.) EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss M. M. HUGHES, B.A.

SENIOR SCIENCE MISTRESS will be required to commence duties in the above School on September 1st. Candidates must be Graduates in Chemistry and Physics and must have had experience in teaching Science in a Secondary School. Salary according to scale. Applications, accompanied by copies of three recent testimonials, should be forwarded to the undersigned at once.

T. ARTHUR EAVES,
Secretary and Executive Officer.
Education Offices,
Charles Street, Newport, Mon.
July 20, 1920.

EAST DEREHAM SECONDARY SCHOOL FOR GIRLS.

Wanted in September, for one term only, MISTRESS to teach French up to Higher Certificate standard, and some junior English. Apply—HEAD MISTRESS.

MATHEMATICAL MISTRESS

required in September, owing to appointment of present Mistress to Headship. Degree and Secondary experience essential. Good salary scale. Apply fully—HEAD MISTRESS, Wyggeston Girls' Grammar School, Leicester.

KENSINGTON HIGH SCHOOL

(G.P.D.S.T.). ST. ALBANS ROAD, KENSINGTON, W.8.—SENIOR ENGLISH MISTRESS wanted in January. Honours degree and good experience essential.

DUNARDARIGH, NORTH

BERWICK.—Wanted, October, ENGLISH MISTRESS, to teach History, Latin, Mathematics to Senior Oxford standard. Salary £105 to £120 resident. Apply—HEAD MISTRESS, 81 Dalkeith Road, Edinburgh.

THE ABBEY, MALVERN

WELLS.—Miss JUDSON requires, for September, the following MISTRESSES:—(a) Senior Mathematical Mistress, resident or otherwise. Initial salary from £150 resident, according to experience. (b) Senior Music Mistress, with Organ, Piano, and Class Singing. Churchwoman. Good salary, according to experience. (c) Junior Music Mistress, with good Piano.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years. The following are some of the Vacancies for Assistant Mistresses for September Term, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

HISTORY MISTRESS required in a large Girls' Public Secondary School, within easy reach of London, to teach also some Geography. Graduate essential. Salary from £180 to £300 non-res.—No. 17,300.

ASSISTANT MISTRESS required in important Girls' Boarding School in North of England, to teach History and Geography. Previous experience essential. Salary £110 res.—No. 17,263.

ASSISTANT MISTRESS, in important Boys' Grammar School, within easy reach of London, to teach English up to Higher Local standard. Graduate essential. Salary from £220 non-res., according to qualifications. No. 17,256.

ASSISTANT MISTRESS, to teach French, English, and Mathematics, in important Girls' High School, in North of England. Graduate, with previous experience essential. Post non-res. and good salary.—No. 17,202.

ASSISTANT MISTRESS, to teach good Arithmetic, Elementary, Mathematics, and Latin, in important Girls' Public Secondary School, in North of England. Graduate essential. Salary up to £350 non-res.—No. 17,168.

HISTORY MISTRESS, in important Girls' High School in the North of England. Graduate essential. Salary from £170 non-res., rising by annual increments of £10.—No. 17,132.

SENIOR ASSISTANT MISTRESS, in important Girls' Boarding School, on South Coast, to teach English subjects, including Modern Geography, if possible. Candidate appointed must be member of Church of England. Salary £150, together with board and res.—No. 16,852.

ENGLISH MISTRESS, in important Girls' Boarding School, on South Coast, to teach General subjects at Cambridge Higher Local standard. Previous experience essential. Salary up to £130, together with board and res.—No. 16,833.

HISTORY MISTRESS, in important Secondary School in North of England. Graduate essential. Salary up to £350 non-res., according to qualifications.—No. 16,916.

ASSISTANT MISTRESS, in important Girls' Boarding School, in the North of England, to teach History as a chief subject. Graduate preferred. Salary up to £120, together with board and res.—No. 17,055.

Mathematical and Science Mistresses.

GEOGRAPHY SPECIALIST required in important Girls' High School in the London district. Graduate essential, also member of the Church of England. Salary up to £200 non-res.—No. 17,294.

ASSISTANT MISTRESS, to teach Mathematics, up to Higher Local standard, in important Girls' Boarding School, within easy reach of London. Post will be res., and good salary, according to qualifications and experience will be offered.—No. 17,278.

MATHEMATICAL MISTRESS, in small High-class Girls' Boarding School in North Wales. Candidates should state any subsidiary subjects that she is able to offer. Salary up to £130, together with board and res.—No. 16,634.

MATHEMATICAL MISTRESS, in important Girls' School in Scotland. Honours Degree essential. Salary up to £220, together with board and res.—No. 17,229.

TWO SCIENCE MISTRESSES for Horticultural College near London, to teach Botany, Elementary Chemistry, Geology, Elementary Physics, together with some Mathematics. Salaries up to £150, together with board and res.—No. 17,172.

MATHEMATICAL MISTRESS in important Girls' Boarding School on the South Coast. Salary £120, together with board and res.—No. 17,092.

MATHEMATICAL MISTRESS in important Girls' School on the South Coast. Graduate essential. Salary up to £250 non-res.—No. 17,053.

ASSISTANT MISTRESS, to teach good Modern Geography in important Girls' Boarding School on the South Coast. Salary about £100, together with board and res.—No. 17,039.

GEOGRAPHY SPECIALIST in Girls' County Secondary School in the neighbourhood of London. Graduate essential. Salary up to £340 non-res.—No. 17,013.

SCIENCE MISTRESS, in important School in North Wales, to teach Botany, Physics, and Chemistry. Graduate essential. Salary up to £350 non-res.—No. 16,923.

SCIENCE MISTRESS, in important Girls' High School in the Home Counties, to teach Botany, together with some Chemistry. Graduate essential. Initial salary £180 non-res.—No. 16,879.

TWO MATHEMATICAL MISTRESSES, in important Girls' Boarding School in the South-west of England, one of whom should be a Graduate. Salaries ranging from £90 to £150, together with board and res.—No. 16,851.

Modern Languages Mistresses.

ASSISTANT MISTRESS, to teach Games, French, together with some Music, in an important Girls' Boarding School in the South of England. Salary £100, together with board and res.—No. 17,284.

ASSISTANT MISTRESS, to teach French in an important Girls' Boarding School, in the South of England. Candidate must be a Protestant. Salary £110, together with board and res.—No. 17,286.

ASSISTANT MISTRESS, to teach good French, together with subsidiary Latin, in important Secondary School, in Home Counties. Salary up to £350 non-res.—No. 16,485.

TEMPORARY MISTRESS, in important Girls' High School, in the North of England, to teach German, together with some French and English. Salary at the rate of £270 non-res., rising by annual increments of £10.—No. 17,133.

ASSISTANT MISTRESS, to teach good French. Graduate essential. She should also be able to offer some subsidiary subject. Candidate required in a County High School in the South of England. Salary from £200 non-res.—No. 17,134.

SENIOR FRENCH MISTRESS, in Secondary School in South of England. Honours Degree essential. Salary up to £400 non-res.—No. 16,974.

General Junior Form and Preparatory Mistresses.

ASSISTANT MISTRESS required, to teach good Drawing, together with General Preparatory School work, in a High-class Boys' Preparatory School in the London district. Post could be held either as a res. or non-res. one, but in either case a good salary offered.—No. 17,269.

ASSISTANT MISTRESS, to teach good General Preparatory subjects, in High-class Boys' Preparatory School on South Coast. Previous experience essential. Salary £120, together with board and res.—No. 17,263.

ASSISTANT MISTRESS, to teach good French, together with General Elementary subjects, in High-class Boys' Preparatory in Scotland. Previous experience essential. Salary about £120, together with board and res.—No. 17,171.

ASSISTANT MISTRESS, to teach good General Preparatory School subjects in High-class Boys' Preparatory School in the South of England. Previous experience essential. Salary up to £120, together with board and res.—No. 17,185.

ASSISTANT KINDERGARTEN MISTRESS, in important Girls' High School in North of England. Candidate must hold her Froebel Certificate. Salary from £70, together with board and res.—No. 17,301.

JUNIOR FORM MISTRESS, in important Girls' Boarding School, within easy reach of London. Previous experience essential. Post will be res. and good salary offered.—No. 17,279.

JUNIOR MISTRESS for Form III, in Girls' College in the Home Counties. Candidate appointed must be a trained teacher. Salary from £80 to £90, together with board and res.—No. 17,217.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS, in high-class Boys' Preparatory School in the Home Counties. Candidate must be able to offer Remedial work, together with good Dancing. Candidate must have trained at Dartford, Bedford, or Chelsea. Salary from £100, together with board and res.—No. 17,083.

PHYSICAL CULTURE MISTRESS, required in high-class Girls' Boarding School, on the South Coast. Candidate appointed must be able also to include Dancing. Salary £100, together with board and res.—No. 17,106.

PHYSICAL CULTURE MISTRESS, in high-class Girls' Boarding School, within easy reach of London. Candidate should be able to offer some subsidiary work, such as Secretarial. Salary about £70, together with board and res.—No. 17,069.

PHYSICAL CULTURE MISTRESS, in a School in the North of England, to teach good Games and Dancing, together with some Junior Form work. Salary about £100, together with board and res.—No. 17,235.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 562.

LINDSEY COUNTY COUNCIL EDUCATION COMMITTEE.

BRIGG GIRLS' HIGH SCHOOL.

Required, in September, ASSISTANT MISTRESS to teach Mathematics or Science. Degree or equivalent essential. Cambridge Tripos preferred. Salary scale £175, rising to £300 by 12 annual increments of £10 and one of £5. Apply—HEAD MISTRESS.

ILMINSTER GIRLS' GRAMMAR SCHOOL.—Required, in September, ASSISTANT MISTRESS for Form IV. Latin and Mathematics. Resident or non-resident. Somersetshire scale of salary.

RESIDENT MISTRESS required in September for Girls' School, to teach Mathematics and Arithmetic; also, if possible, some Latin. Good salary offered.—Miss BOOTH and Miss STRATTON, Winchester House School, St. Leonards-on-Sea.

WINCHAM HALL, NORTH-WICH.—Wanted, September, Two Resident MISTRESSES, to teach between them general English subjects (modern Geography, good Arithmetic, and History essential) for Oxford Locals. Must be experienced and well qualified. Apply, with photograph and testimonials, stating age, salary, experience, to—Principal, Mrs. ASHBROOK.

SHEFFIELD HIGH SCHOOL.—Wanted, in September, MISTRESSES for the following posts: (1) German and French. (2) Mathematics with History or Latin. (3) Gymnastics. (4) Upper Transition. N.F.U. Certificate. Salary scale. Apply—HEAD MISTRESS, enclosing testimonials.

WANTED, in Church School, FORM I MISTRESS. Also MISTRESS for French and Mathematics in Middle School. Minimum salary £180.—York College for Girls, 69 Petergate, York.

EXPERIENCED MISTRESS required for Mathematics in September in Girls' Boarding School. Junior Scripture also desirable. Salary £100 to £120. Apply—PRINCIPAL, Arncliffe, Llandudno.

SENIOR RESIDENT MISTRESS required in Girls' Boarding School near London. Must be well qualified and have had good experience. Salary £200 a year. Send full particulars and copies of testimonials. State age, religion, and subjects offered. Address—No. 11,059.*

SHERBORNE GIRLS' SCHOOL.—Wanted, September, EXPERIENCED FRENCH MISTRESS. Subsidiary, English. Christmas. HEAD SCIENCE MISTRESS, Public School. Experienced. First-class Physics. Some Mathematics. Useful new Science. Block building. Apply to HEAD MISTRESS.

WANTED, a Qualified TEACHER OF DOMESTIC SUBJECTS, to commence duties early in September next. Salary according to qualifications and experience. Burnham Scale. £150 to £240 by £10 increments, plus travelling expenses. Application forms may be had from the SECRETARY, County Education Office, Worthing.

REQUIRED, in September, for Girls' Boarding School, MISTRESS to teach Mathematics and Latin. Must be well qualified and have had previous experience of boarding school life. Churchwoman. Address—No. 11,063.*

Posts Vacant—continued.

LEYTON HIGHER EDUCATION COMMITTEE.

GIRLS' COUNTY HIGH SCHOOL, LEYTON-STONE.

Head Mistress: Miss E. L. PERRY.

Wanted, for the 7th September, 1920, a SCIENCE MISTRESS for Chemistry. Degree essential. Commencing salary £165 to £210 per annum, according to experience, rising by increments of £10 to a maximum of £275.

Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

R. J. GELDART.

Town Hall, Leyton. Clerk to the Governors. July 21st, 1920.

HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1, have many vacancies for teachers in good schools, among others:—FORM MISTRESS (Scotland), general English, Latin, French, some Mathematics. £100. VIOLIN MISTRESS, with Piano. £100. (Somerset) ENGLISH MISTRESS. £100. (Kent) III FORM MISTRESS, Higher N.F.U. or Cambridge Teachers' Cert. £70. (Devon) For Junior Forms, N.F.U. desirable. £70-£100. (Kent) JUNIOR ENGLISH, charge Form II. £80. (Somerset) English, Mathematics, £110. (Sussex) Gym., Games. £80. (Hertford) Arithmetic, Geography, or Botany. £100. (Lancs) History. From £120. (Scotland) Trained SCHOOL SECRETARY. £80. Many similar vacancies. No booking fees. Stamp.

CANADA.—(1) SENIOR ENGLISH MISTRESS required for Ladies' College. £150-£200 (resident). (2) HISTORY MISTRESS. £120-£160. (3) GENERAL ENGLISH. £120-£140. Also, for Church of England Girls' School, non-res. part-time KINDERGARTEN MISTRESS. £200. Latin, Maths, French, Botany, to Matriculation standard. £200.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

SENIOR MISTRESS required for first-class Girls' Boarding School (South Coast), with view to becoming Vice-Principal later. Age not over 35. Degree essential.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

AN experienced and thoroughly qualified lady required to teach English, Literature, and Geography or History, and to have charge of Form II in School under the Theosophical Co-Educational Trust. Also JUNIOR MISTRESS, able to assist with Music and Games. Good salaries. Very little supervision.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

CEYLON.—Lady (University Degree) required as PRINCIPAL of Buddhist Girls' School. Salary £250 (resident). Three years' agreement. Return fare. Apply—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Established 1881.

BENGAL.—Two SCIENCE MISTRESSES required for Eurasian College. £100 (resident). ENGLISH MISTRESS, Church of England School. Three years' agreement. Return fare.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

CAPE TOWN.—SENIOR CLASSICAL MISTRESS required immediately. £130 (resident). Latin, Botany. £120. Gymnastics, Dancing, Games (Xmas.). £130.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Established 1881.

WANTED, for September, Trained KINDERGARTEN MISTRESS (Froebel Certificate). R.C. Salary £80 resident. Also Visiting ART MISTRESS, Convent School near London. Address—No. 11,061.*

Posts Vacant—continued.

DERBYSHIRE EDUCATION COMMITTEE.

BUXTON: CAVENDISH HIGH SCHOOL FOR GIRLS.

Wanted, for September, an additional FORM MISTRESS, to teach chiefly Geography and Arithmetic in Middle Forms. Some elementary Science an advantage. Graduate with teaching experience preferred. Salary scale for Graduates, £180, rising to £350. Allowance for experience in approved Secondary Schools up to 10 years, including post-graduate training (2 years).

LEICESTERSHIRE EDUCATION COMMITTEE.

DOMESTIC SUBJECTS TEACHERS.

The Committee invite applications from women who possess diplomas in Needlework, Cookery, Laundry, and Housewifery. Salary according to the Burnham Scale, and memorandum of application which may be obtained by sending an addressed envelope, before September 8th, to W. A. BROCKINGTON, Director of Education, 33 Bowling Green Street, Leicester.

THE MANCHESTER EDUCATION COMMITTEE invite applications for the appointment of a WOMAN INSPECTOR with special reference to Nursery Schools and Classes.

Salary £350 to £400 according to experience and qualifications. No war bonus. Applications, which should be accompanied with copies of three recent testimonials, must reach the undersigned not later than September 18th, 1920.

SPURLEY HEY

Education Offices, Director of Education. Deansgate, Manchester. 24th July, 1920.

INDIA (Hill Station).—N. KINDERGARTEN MISTRESS for Church of England School. S. INDIA: Two MISTRESSES. (1) Classics and Mathematics to Matriculation standard. (2) English, Drawing, French to Junior Local standard. £120. Passage paid.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

AFRICA FREE STATE.—S. SENIOR MATHEMATICAL MISTRESS required. £150. Also SENIOR MUSIC MISTRESS. Piano, Class Singing, Harmony. £130. Return fare. Three years' agreement.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

REQUIRED, for September, Temporary MATHEMATICAL MISTRESS to take some Advanced Course work. Tripos or equivalent qualification. Salary according to experience. Apply, at once, HEAD MISTRESS, Colston's Girls' School, Bristol.

CANTERBURY: SIMON LANGTON GIRLS' SCHOOL.—Wanted, for September, MISTRESS to teach Geography throughout the School and some elementary Mathematics. Salary according to Kent Education Committee Scale. Apply to the HEAD MISTRESS.

MATRONS.

WANTED, in September, for Surrey, small School, Gentlewoman, as COOK-MATRON. State salary and experience. Address—No. 11,058.*

EXPERIENCED MATRON.—HOUSEKEEPER required in Girls' School near London. Good salary. Send full particulars and testimonials. Address—No. 11,060.*

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

SEPTEMBER VACANCIES FOR UNIVERSITY WOMEN

For Candidates with Degree or equivalent qualifications.

English, History, and General Form Mistresses.

ENGLISH SPECIALIST, for new County Secondary School for Girls in Home Counties. Subsidiary subject required, French. Non-resident, £170 to £190, with allowance for experience and training, rising £300 to £350. A 84,616

ENGLISH LECTURER, for Church Elementary Training College in Southern Counties. Graduate and Churchwoman essential. Resident, initial £200. A 83,231

SENIOR ENGLISH MISTRESS, for County Secondary School for Boys in Home Counties. Discipline and experience essential. Non-resident according to scale. Minimum £250. A 84,714.

ASSISTANT MISTRESS, to act as Head of one of the Senior Houses for first-rate Public School for Girls in North-west Counties. Post includes some teaching which can be arranged. Preferred subjects, History and Arithmetic. Experience of resident work essential. Resident, good salary. A 84,639

HEAD MISTRESS, for high-class Private School for Girls in London, to teach Literature, Scripture, and History. Degree, experience, and Churchwoman essential. Resident £150. A 84,300

PRINCIPAL, for Church of England College for Girls in Newfoundland. Graduate with training and experience looked for. Churchwoman essential. Non-resident £250, rising by £10 to £350. Residence may be secured at £50 per annum if desired. A 84,498

HISTORY MISTRESS, for high-class Private School near London, offering one or more of the following as subsidiary subjects:—Latin, English, Geography. Modern European History a recommendation. Degree and training desired. Resident from £100. A 83,677

HISTORY MISTRESS, for high-class Private School on South Coast, to take History throughout School; also Scripture. Graduate looked for. Resident £100 to £130, or more. A 82,739

HISTORY MISTRESS, for high-class Public Church School for Girls in South-western Counties. Modern Geography or help with Scripture a recommendation. Resident £100 to £120, or more. A 82,630

HISTORY MISTRESS for Advanced Course work, for Public Girls' High School in Midlands. Honours Degree and experience required. Non-resident according to scale, rising to £350 or more. A 83,493

ENGLISH SPECIALIST, for Girls' High School in London. First-rate qualifications required. Non-resident from £200. A 82,719

ASSISTANT MISTRESS, for first-class Public Boarding School for Girls in Home Counties, to take good History, Scripture, and, if possible, subsidiary Latin. Non-resident from £180. A 83,674

SECOND ENGLISH LECTURER, for Diocesan Training College on South Coast, to give demonstration lessons, &c. Degree required. Resident from £150. A 82,237

HISTORY MISTRESS, for Girls' High School in South-west Counties, to take advanced course work and to act as Head of Department. Honours Degree and experience required. Non-resident, good salary. A 83,475

HISTORY MISTRESS, for well known Public Girls' High School in Midlands, with Second Class Oxford or Cambridge qualifications. Non-resident from £180, according to experience, or from £210 if willing to take supervision of Junior School. A 82,526

ASSISTANT MISTRESS, for Girls' Secondary School in Midland Counties, for good Junior English Language, and Latin to Junior Oxford. Non-resident from £180, rising to £330. A 83,310

Modern Language Mistresses.

FRENCH MISTRESS, for County Secondary School for Girls in London, with subsidiary English. Non-resident, according to scale—£230 to £250, rising £330. C 84,720

FRENCH MISTRESS, to teach throughout the School for high-class Church Boarding School on South Coast. English, or Geography a recommendation. Experience and Churchwoman essential. Resident about £100. C 81,561

GERMAN MISTRESS, for Autumn Term, for important high-class School in Northern Counties. Some French and English also required. Non-resident from £170. C 84,220

SENIOR MISTRESS, for Mixed Secondary School in South-west Counties, to teach French throughout School. Graduate essential. Non-resident £200 to £250, increasing. C 84,640

ASSISTANT MISTRESS, for Endowed Secondary School for Girls in Midland Counties, to take French and English in Middle School. Non-resident from £180, rising £320. C 83,840

LANGUAGE MISTRESS, for high-class Private School for Girls on South east Coast, to take German and Italian. Resident, good salary. C 83,274

SENIOR MISTRESS, for Mixed Secondary School in South-western Counties, to take Senior French, Middle English, Needlework, and some Games. Degree and experience in Co-educational Schools essential. Non-resident according to scale. C 83,766

LANGUAGE MISTRESS, for Church of England Secondary Boarding School for Girls in Eastern Canada, to take French, with good conversation, and German. Experience necessary. Resident about £160 and passage. C 83,521

FRENCH MISTRESS, for well known County Secondary School for Girls in North Wales. Non-resident salary according to scale. C 82,783

ASSISTANT MISTRESS, for high-class Public School in South-eastern Counties, with good French and German or Italian. Non-resident, good salary. C 83,234

Classical Mistresses.

ASSISTANT MISTRESS, for Private Endowed School for Girls in Eastern Canada, to teach Latin and English, with History or Mathematics. Non-resident \$1,250 or more, with \$100 towards passage. C 84,360

MISTRESS, for important Public Boarding School for Girls on South Coast. Headship of Department for suitable candidate with first-rate qualifications. Resident £150 to £200. C 82,431

SECOND CLASSICAL MISTRESS, for important Public Girls' High School in South-western Counties. Some Scholarship work included. Non-resident, £170 to £180, rising. C 83,609

CLASSICAL MISTRESS, for high-class Public School for Girls in Western Scotland. Subsidiary subjects to be stated. Initial salary £180 to £200, rising £300. C 82,519

Mathematical, Science, and Geography Mistresses.

MATHEMATICAL MISTRESS, for high-class Preparatory School for Boys in Ireland, to take top class and others, and supervise Mathematical work of the School. Good qualifications and experience essential. Resident £150. C D 84,487

MATHEMATICAL MISTRESS, with elementary Science, for County Secondary School for Girls in London. Good qualifications essential. Non-resident £230 to £250, rising £330. C 84,719

ASSISTANT MISTRESS, for Public Secondary School for Girls in Midlands, to take Mathematics and Arithmetic up to 4th or 5th Forms, with charge of a Form. Games an advantage. Degree and Secondary experience. Non-resident, good salary. C 84,570

MATHEMATICAL MISTRESS, for high-class Public School for Girls in Scotland. Honours degree and experience essential. Resident according to scale. C 84,476

MATHEMATICAL MISTRESS, with general English for first-class Public Boarding School on South Coast. Some Science a recommendation. Resident, good salary. C 84,777

ASSISTANT MISTRESS, for general Elementary Science, with Botany or Nature Study, or Mathematics for Public Secondary School for Girls near London. Degree essential; training desired. Non-resident £180 to £240, rising by £10 to £310. C 84,528

TWO SCIENCE MISTRESSES, for well known Horticultural College near London, to take between them good Botany, Elementary Chemistry, Geology, Physics, and some Mathematics. Joint salary for two posts £250, with residence. C 84,351

SCIENCE TEACHER for Municipal College on South Coast, to take Hygiene and Elementary Science. Degree and Diploma in Hygiene essential. Non-resident, up to £350. C 84,731

GEOGRAPHY MISTRESS, for Church High School in London, to teach throughout school, with some Elementary or Middle School Arithmetic. A Churchwoman is essential. Non-resident £180 to £200. A 84,530

MATHEMATICAL MISTRESS, for high-class Private Boarding School for Girls on South Coast. Some Latin required. Resident £80 to £120. C 82,633

SENIOR MATHEMATICAL MISTRESS, for Girls' High School in Northern Counties. Chemistry or Physics a recommendation. Pass or Honours Degree required. Initial non-resident from £170, rising £310. C 81,043

MATHEMATICAL LECTURER, for important Public School for Girls in Ireland, with Honours Degree or equivalent. Resident from £160. C 81,745

ASSISTANT MISTRESS, for high-class Private Boarding School on South Coast, to teach Botany and Geography. Resident. Good salary. C 83,141

SCIENCE MISTRESS, for Private Endowed School for Girls in Eastern Canada, to teach Botany, Geography, and Nature Study. Experience essential. Salary resident at 800 dol., and allowance for laundry, or non-resident 1,200 dol. Allowance for passage. C 82,795

TWO MISTRESSES, for Church of England Boarding School in Northern Counties, to take between them Zoology, Botany, Physics, Chemistry—these to Higher Certificate and Scholarship standard; also Middle School Mathematics. Churchwomen essential. Resident from £120 for each post. C 82,140 & 82,141

JUNIOR SCIENCE MISTRESS, for important Public High School in South-west Counties, to take Chemistry and elementary Physics. Non-resident, good salary. C 80,922

GEOGRAPHY MISTRESS, for Secondary School for Girls in South Wales, with Honours Degree and training or experience. Non-resident £200, rising to £360. A 83,328

GEOGRAPHY MISTRESS, with charge of a Form, for Public Girls' Secondary School in Northern Counties. Non-resident, according to scale—for graduates from £160, rising to £350; non-graduates from £130, rising to £220. A 81,963

SECOND GEOGRAPHY MISTRESS, for large, important Secondary School in South-west Counties, with Geography Diploma or equivalent. Non-resident. Salary from £180. A 83,612

GEOGRAPHY LECTURER, for Diocesan Training College in South-western Counties. Some subsidiary subject needed, such as History, Needlework, Drawing. Churchwoman looked for, with one or two years' experience. Resident salary £150 to £200, but scale is under revision. A 81,712

For particulars of these and other vacancies open to University Women, apply fully to

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SEPTEMBER VACANCIES for NON-UNIVERSITY WOMEN

English, History, and General Form Mistresses.

ASSISTANT MISTRESS, for Church Secondary School in London, to take English, some Geography, and Arithmetic with Middle Forms. Higher Local Honours required. Non-resident £150, rising to £220. B 80,806

FORM MISTRESS, for high-class Private Boarding School on South Coast. German, Drawing, or Handwork a recommendation. Resident from £100. C 82,602

SENIOR MISTRESS, for high-class Private Home School on South Coast, for general subjects. Resident from £100. A 83,776

TWO ASSISTANT MISTRESSES, for Public High School for Girls in Constantinople. General subjects required, including some Science and French if possible. Some good certificate, such as Inter. Arts or Higher Local, with experience. Resident about £150 in each case, and first-class passage. A 83,161

ENGLISH MISTRESS, for high-class Private School for Girls near London, to teach general English subjects, with good elementary Latin and Mathematics. Resident £120 to £140. A 83,614

ASSISTANT MISTRESS, for high-class Private Girls' School in Midlands, to take English Literature and History to Matriculation, and share supervision. Resident; good salary. A 83,370

JUNIOR MISTRESS, for Private Junior Co-Educational School in South-western Counties, to teach usual form subjects. Special Junior School training required, and interest in small pupils. Resident from £90. J 80,639

JUNIOR FORM MISTRESS, for important Public School for Girls near London, to take elementary Mathematics, English, and, if possible, one of the following:—Nature Study, elementary French with Phonetics. Froebel Junior Form Certificate or Higher Local and training with experience. Resident £90. J 82,196

MIDDLE SCHOOL MISTRESS, for County Secondary School in North West Counties. Form subjects required and Commercial subjects a recommendation. Non-resident £150, by £20 to £250. J 83,869

JUNIOR FORM MISTRESS, for Public Secondary School for Girls, near London, to take English, Geography, Arithmetic, Gardening or Games a recommendation. High Local and Training or N.F.U. Certificate required, with experience and discipline. Initial salary £180 rising. J 83,303

CERTIFICATED MISTRESS, for large Private recognized Day School in Northern Counties, to take charge of Form Ib, also some work in another form. Resident £60. J 83,763

GOVERNESS, for high-class Preparatory School for Boys on South Coast, to take elementary class work with boys 6 to 10 years. Ability to offer junior Latin, Gymnastics or Physical Drill a recommendation. Good discipline essential. Resident, commencing £90. J 84,644

GOVERNESS, for high-class Preparatory School for Boys in Ireland, to take class of young boys in general subjects with some junior Music. Resident £80. J 84,756

MISTRESS, for Junior School for large Public Secondary School for Girls in North-west Counties. English subjects with Games and Needlework required. Non-resident £125 to £150 with bonus. J 84,359

MIDDLE AND LOWER SCHOOL MISTRESS, for Girls' Grammar School in Home Counties, to take usual form subjects in Second Form and help with Form III. Froebel or Higher Local qualifications required. Non-resident £130 with allowances and bonus. J 84,492

SENIOR ENGLISH MISTRESS, for good-class Private Junior School in Home Counties. Knowledge of P.N.E.U. System or ability to offer Piano, Drilling or Drawing a recommendation. Resident £80 to £100. J 84,534

LOWER SCHOOL MISTRESS, for Girls' High School in Eastern Counties. Non-resident, Good salary. J 84,734

SECOND FORM MISTRESS, for high-class Private School in London, to take general work in her own form with Geography in Middle School and Ablett's Drawing. Training essential. Resident £80. J 83,991

JUNIOR FORM MISTRESS, for first-class Private School for Girls, near London, to take General Form work. Experience and Churchwoman essential. Resident about £100. J 84,664

HEAD MISTRESS, for Preparatory High School in connexion with large Public High School in Canada. School contains 110 pupils up to 11 years of age. Capable, experienced teacher looked for with power of control. Resident £170 to £200 with passage. J 84,223

Modern Language Mistresses.

FRENCH MISTRESS, for high-class Preparatory School in Midlands. Resident £100 to £120. C/D 83,926

FRENCH MISTRESS, for Public Secondary School in Midlands, with knowledge of Phonetics, and able to take English in Lower and Middle School. Games a recommendation. Residence abroad and some experience required. Non-resident. Salary according to scale. C 82,479

JUNIOR FRENCH MISTRESS, for well-known Public Secondary Girls' School in South-western Counties. Good Oral French required, and help with English. Non-resident. Good salary. A 81,326

ASSISTANT MISTRESS, for Girls' Public Secondary School in Northern Counties, to take French or Mathematics or both subjects in Middle School. Non-resident from £130, rising £220. C 81,964

LANGUAGE MISTRESS, for high-class Private School for Girls in Scotland, to take French and German. Ability to offer Latin or Commercial subjects a recommendation. Protestant and good disciplinarian looked for. Resident £80 to £110. C 84,445

ASSISTANT MISTRESS, for Boys' Preparatory School near London, to take good French with Music. Drawing a recommendation. Resident, good salary. J 84,609

LANGUAGE MISTRESS, for Church of England Secondary Boarding School in Eastern Canada, to take French and German, the first at least, with good conversation. Experience essential. Resident \$800, with passage. C 83,521

ASSISTANT MISTRESS, for Endowed Boys' and Girls' High School in Ireland, to teach French chiefly, and to take charge of Girls' Boarding House. Salary £200 with house and share of grant. C 84,260

FRENCH MISTRESS, for County High School near London, to organize the language throughout the school and take subsidiary English. Good accent and conversation essential. Non-resident salary according to scale. C 83,765

MIDDLE SCHOOL FORM MISTRESS, for Public Secondary Girls' School in Midlands, to take French and English with elementary Mathematics, if possible. Non-resident, initial from £150. A 84,738

Geography, Mathematics, and Science Mistresses.

GEOGRAPHY MISTRESS, for Girls' Public Secondary School in Home Counties, teach throughout school to Senior Cambridge, also some Latin and Junior English or History. Non-resident from £200. A 83,330

ASSISTANT MISTRESS, for important Public Secondary School for Girls on South Coast, to take Mathematics and Botany in Lower School. Non-resident from £160 to £170 or more. C 82,232

LADY GARDENER for good-class Private School in North Wales, to help with garden and students. Resident, adequate salary. C 84,713

BOTANY MISTRESS, for Church Sisterhood School in South Africa, to teach Botany to Matriculation. Churchwoman essential. Resident £120 to £130, with passage. C 82,206

FORM MISTRESS, for high-class Private Boarding School on South Coast, to take Mathematics. Drawing or Handwork a recommendation. Resident from £100. C 82,600

SENIOR MISTRESS, for recognized high-class Private School in South-west Counties, to take Geography on modern lines, and Mathematics. Latin or English a recommendation. Resident £80 to £100, or equivalent non-resident. A 83,701

ASSISTANT MISTRESS, for large Private School on South Coast, to teach Mathematics and Arithmetic to Senior Cambridge standard. Resident £80. C 83,048

ASSISTANT MISTRESS, for high-class Preparatory Boys' School in North-west Counties, to take good Mathematics and General Subjects to elementary standard. Resident £100 to £120, or more. J 84,550

MIDDLE FORM MISTRESS, for first-class Private School for Girls near London, to take general subjects and Mathematics. Churchwoman essential, and experience desired. C 84,663

BOTANY MISTRESS, for large Private School on South-east Coast, to take the subject throughout the school. Help with some other subject desired. Resident from £100. C 83,641

Froebel Trained Mistresses.

HEAD MISTRESS, for Preparatory Forms for large Private Day School for Girls in London. Usual subjects and Botany to Junior Cambridge. Experienced teacher required. Resident £80 to £100. Week-ends free. J 80,034

MISTRESS, to take charge of Junior Department, taking children 5 to 7 years, for good-class Private Day and Boarding School in South-Western Counties. Usual subjects required with Drawing and Nature Study up to children of 13 years. Higher N.F.U. preferred. Resident from £70. J 83,629

KINDERGARTEN AND LOWER FORM MISTRESS, to take charge of Lower School of large high class Private School in South-West Counties. Experienced teacher looked for. Resident £80 to £100. J 83,704

KINDERGARTEN MISTRESS, fully qualified for Church of England Public Secondary High School in Northern Counties. Non-resident from £170 rising £230. J 83,536

KINDERGARTEN MISTRESS, for Private High School in Ireland. Usual subjects with Drill and Hockey. Higher N.F.U. required. Resident £70. J 82,056

LECTURER, for Diocesan Training College in South-Western Counties. Trained Student with Higher N.F.U. Literature or Music a recommendation. Churchwoman with experience required. Resident. Good salary. J 82,512

FROEBEL TRAINED MISTRESS, for Boys' Public Boarding and Day School in London, to take Form Ib, boys 10 and 11 years. General subjects are required with some supervision. Non-conformist preferred. Salary resident £80 to £110, initial with Pension Scheme. J 84,608

MISTRESS, for Preparatory Department in Boys' High School in Northern Counties, to take charge of form of 24 boys of 9 to 10 years. General subjects with Nature Study required. Games a recommendation. Good disciplinarian essential. Non-resident £180 by £10 to £250. J 84,328

ASSISTANT KINDERGARTEN MISTRESS, for important High School in Northern Counties, to help in small Boarding House. Higher N.F.U. essential. Resident from £70. J 84,692

KINDERGARTEN MISTRESS, for high-class Private Girls' School near London, to do experimental work with children of 10 years. Good training essential. Adequate salary, resident. J 83,476

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SEPTEMBER VACANCIES FOR SPECIALISTS.

Art Mistresses.

- ART MISTRESS**, for good Public High School near London. Art work throughout school. Some subsidiary subject if possible. Non-resident from £170 upwards. B 83,585
- ARTS AND CRAFTS MISTRESS**, for Public High School in the Midlands, for Middle and Junior School with some Elementary Form subjects. Non-resident £150 to £240 commencing. B 83,293
- ART MISTRESS**, for high class Boys' Preparatory School in the Midlands. Some elementary subjects to fill up the time. Resident at fair salary. B 83,833
- ART MISTRESS**, for Girls' Public Secondary School in the North. Non-resident from £160 upwards. B 82,626
- DRAWING AND CLASS-SINGING MISTRESS**, for mixed Secondary Day School in the North. Non-resident from £160 upwards. B 84,542
- ART MISTRESS**, for Girls' Public Secondary School in the North. Drawing throughout School. Needlework in Lower and Middle School, Nature Study to Lower Forms and some help with Scripture. Non-resident from £180 upwards, according to scale. B 84,215
- ART MISTRESS**, for large Public Secondary School in the Midlands. Non-resident from £180 upwards. B 84,244
- ART MISTRESS**, for Co-Educational Boarding School in the North, for Drawing, Painting, Brushwork, and Handwork. Resident £90 to £130 commencing. B 84,655
- ART MISTRESS**, for Girls' Public Boarding School in the West of England. Some help required with Junior Form subjects. Resident from £90 upwards. B 84,120

Music Mistresses.

- SENIOR MUSIC MISTRESS**, for a large high class Private Boarding School in Home Counties. Pianoforte and Class Singing on modern methods. Diploma and experience. Resident from £90 upwards. B 82,775
- MUSIC MISTRESS**, for large high-class Public Boarding School on the North-east Coast, for Pianoforte, 'Cello desirable, though not essential. Initial salary about £200 non-resident, or could be resident if desired. B 83,402
- SENIOR MUSIC MISTRESS**, for a large Public School on the South Coast. Pianoforte the chief subject. Some Class Singing as a subsidiary subject. Diploma and College training or good school experience. Resident £80 to £110, plus capitation fees. B 80,699
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OCCASIONAL NOTES.

Professional Preliminary Examinations.

THE Board of Education announce, in Circular 1166, their continued recognition of the seven First Examinations approved provisionally in Circular 1034, viz. the Oxford and Cambridge Senior Locals; the School Certificate Examinations of the Oxford and Cambridge Board, and of Bristol, Durham, and the Northern Universities; and the London General School Examination. They also recognize provisionally, until the end of 1921, the seven corresponding Higher Certificate Examinations as Second Examinations. The Senior Certificate Examination of the Central Welsh Board is recognized provisionally, until the end of 1921, as a First Examination. Good progress has been made with the exceedingly important question of recognition by professional bodies of First Examinations as exempting from their preliminary examinations. Seven of these bodies accept a First Examination for this purpose without any qualification; whilst seven others, including the General Medical Council, the Institution of Civil Engineers, the Royal College of Physicians and Surgeons, the Institute of Chartered Accountants, and the Pharmaceutical Society, accept certificates subject to stated conditions. The examination chaos which has so long afflicted English secondary education is thus being gradually reduced to something like order and system. We hope that the Board and the Examinations Council will not let the matter rest until all the professional bodies have come into line.

THE War Office leaves us in no doubt about its attitude towards education. With its Army Orders of June, 1920, it issues a twopenny pamphlet of "General

The Army Educational Creed.

Principles" of educational training. The first principle manifestly is that the Army is to be paramount. Education is to be carried on not by schoolmasters who have become soldiers, but by soldiers who have been set apart as schoolmasters. The education of his men is proclaimed to be a part of the duty of every officer. It is all in the day's work, and the members of the new Educational Corps are merely commissioned and non-commissioned officers who are specially deputed to organize and carry out work in which every officer is expected to take a share. "All commanders are responsible for the training of the troops under their command. Educational training is an integral part of the normal training of a soldier." Accordingly, it is specifically laid down that the Educational Corps is not a body having full responsibility for education; its business is merely to "guide and assist the natural leaders of the Army in carrying out a particular part of the training necessary to make an efficient soldier." Once the education officers have been put in their proper place, the pamphlet proceeds in a thoroughly capable way to lay down a body of sound educational doctrine which all experts will approve. The citizenship of the soldier is fully recognized. The State's responsibility for his future is implicitly accepted by the provision for vocational training. A notable and a hopeful document.

A DEPUTATION from the Secondary Schools Association, with Sir Philip Magnus as spokesman, recently waited upon the Chancellor of the Exchequer and the President of the Board of Education to urge the advisability of setting up an independent committee to consider the possibility of amending the Superannuation Act. Though it was suggested by the deputation that the provisions of the Act ought to be extended to teachers in all private schools, it was definitely claimed that all private schools are not profit-making ventures, even, for instance, when limited interest is paid on capital sunk in buildings and land. Speakers were on stronger ground when they pointed out the evil of making the school, and not the teacher, the unit, and the loss to education through the hindrance to interchangeability of teachers consequent upon the wedge which the Act drives between two kinds of schools. In replying, Mr. Fisher stated that the working of the Act was being carefully watched, but he held out little hope of amendment. Mr. Chamberlain added, quite frankly, that the Government would not appoint a committee to make recommendations which the Government could not accept. The result shows that there is little possibility of drastic remodelling of the Act at present. If, however, the various associations connected with the different types of secondary education will combine to press for amendments to clauses in the Act, which time has already shown to be illogical and inequitable, their efforts may meet with a reasonable amount of success.

THE Board of Education's Circular 1172, though it is very brief, and though it follows inevitably from the Education Act, 1918, well deserves a passing notice. The effect of Sub-sections (1) and (2) of Section 8 of the Act was to abolish half-time employment, to remove all provisions under which children can be exempted from

Abolition of "Half-time."

school attendance below fourteen, and to enable local education authorities to require school attendance up to the age of fifteen. As the appointed day for the purpose of these sub-sections was not to be earlier than the official termination of the war, that day has not hitherto been fixed; but it is now confidently expected that the war will officially terminate before the end of the present year, and the Board have accordingly fixed January 1, 1921, as the appointed day for the purpose in question. We are thus within sight of a change which all educational reformers, and all lovers of children, have ardently desired for several decades past. The crux of the situation, as is well known, has always been the textile industries of Lancashire, and the argument for the half-time system has been that without it the cotton industry would collapse. To most broad-minded patriots it has seemed a sinister plea that the prosperity of a great industry should depend upon the exertions of children under fourteen. Let us now hope that Lancashire will be second to none in preferring the true welfare of the children to every other consideration.

MANCHESTER UNIVERSITY is striking out a new line. It has decided to set up a Secondary Schools Consultative Committee to discuss the relations between the University and the schools which feed it, and make representations on matters of common interest. It is well done. University authorities do not realize the effect on the schools of the examinations they prescribe. Not infrequently the school has to choose between the interests of education on the one hand and the demands of the university on the other. The demand of the credit standard in five subjects at the School Certificate Examination tends to declass the subjects in which no credit pass is required, or even to oust them altogether from the time-table. Art, craft, domestic subjects, manual training are inspected, but do not count. The Higher Certificate Examination raises other questions of contact, if not of collision. There is the exclusion of geography and the relation of the Higher Certificate to the Intermediate Examination. There is also the big question of the reconstruction of the science curriculum on the lines of Sir J. J. Thomson's report. The I.A.H.M. invited the science professors of the University to discuss this question with them at both Liverpool and Manchester. There was general unanimity as to what should be done, but the matriculation requirement stands yet unaltered, and, as long as it remains, nothing can be done. There is, further, the question of the training of teachers, which opens up other subjects for mutual discussion and adjustment. The new move is one to be welcomed.

AT its recent annual conference, the Miners' Federation decided to ask the whole trade union movement, through the Trade Union Congress, to assume complete responsibility for Ruskin College, Oxford, and the London Labour College. This proposal, which we understand the Congress is likely to approve, is a distinct advance in the Labour attitude towards working-class education. Hitherto there has been no concerted action by the trade union movement as a whole. In addition to the efforts of the two colleges mentioned, the Workers'

Educational Association and the Co-operative Union have been, and are, important agencies for working-class education; and there are many local agencies which provide educational facilities of which workers and others take advantage. It is becoming increasingly urgent that a general policy of adult working-class education, in which all existing agencies take their part, shall be inaugurated, and the proposal of the Miners' Federation may be regarded as a first step in this direction. Writing in the *Westminster Gazette*, Mr. G. H. D. Cole urges that direct control by the working-class bodies is essential if the workers are to feel that the education provided is their own; and that, unless they do feel this, they will not be ready to take advantage of it.

THE report presented last year by the Adult Education Committee of the Ministry of Reconstruction provides the material for a full consideration of the problem of adult education. Mr. Cole thinks that if the Government acted upon the recommendations of this report the trade unions would speedily come forward with substantial grants in aid. He combats the idea that in such circumstances the workers would accept only a particular kind of education, possessing a certain definite propagandist bent. The education provided under working-class auspices will, he thinks, be largely of a civic character. Personal culture will not be undervalued, but education will be regarded as an instrument of social and economic emancipation. It is essential for the community to carry education far beyond school years for the largest possible proportion of the population, and, even if the control of working-class education is placed in the hands of the workers, we have faith enough to believe that education itself will, as it develops among the workers, make impossible a blind adherence to certain narrow doctrines preached to-day by extreme sections of the Labour Party.

THE financial position of training colleges is well known to be a cause of grave anxiety at the present time, especially to the governing bodies of denominational and other voluntary colleges. **Training Colleges.** The Central Board of Finance of the Church of England have voted substantial grants to the church training colleges, and these grants will offer some relief; though we cannot understand statements in the lay press that the church training colleges will now be "in a strong position as compared with the municipal colleges," seeing that the latter are rate-supported. The broad fact will, we fear, remain that, except in certain liberally conducted municipal colleges, it is impracticable, on the present scale of grants, to offer such salaries as will attract the right kind of applicants for lectureships in training colleges. The Board of Education is confronted with the exceedingly tough problem, how to rectify this impossible position, without giving an overwhelming amount of State support to a number of colleges conducted on purely denominational lines. Another difficult problem is that of the unsatisfactory two-year system of training. Having regard to the number of teachers now required, it is perhaps too much to hope for an immediate general extension of this inadequate period; but we may hope that the four-year system, including a year of post-graduate professional training, will soon become much more common.

THE Durham County Education Committee have decided to free, by instalments, all the secondary schools for which they are responsible. It is a departure which must profoundly influence the development of education. Presumably, instead of a school admitting fee-paying pupils on an entrance examination, and free scholars on a competitive test, all admissions will be regulated by the results of the same examination. The consequence, it may be anticipated, will be that a considerable number of children whose parents are willing to pay fees for their education will not find places in public secondary schools. If people willing to pay for the education of their children are not provided with suitable institutions by local education authorities, the result will probably be that private enterprise will do so, and there will be a revival of successful proprietary schools. On the other hand, if the decision to provide free secondary education is associated with the condition that a pupil admitted to a school must undertake to remain there until sixteen years of age—and some such condition ought to be made—it may be discovered that the speculative benefits of three or four years' further systematic education will not compete successfully with the immediate advantage of the high wages now obtainable by the youngest of young persons. The policy of supplying free elementary education was justified on the ground that attendance at elementary schools was compulsory. The justification for free secondary education appears to be the idea that "opportunity" is synonymous with "attainment": that what is good for Dick must, of necessity, be available for both Tom and Harry.

THERE are some not unenlightened people who think that it was a mistake for school fees for elementary education to be abolished, and it has been suggested recently that, in view of high wages and the greatly increased cost of schooling, this source of revenue should be revived. It is an impracticable proposal, and, if it were not so, it is doubtful whether the relatively small sum to be derived from this source would be an adequate compensation for the trouble of collecting it. If each scholar in average attendance paid 6d. a week, the total revenue would not be more than £6,000,000, and in these days, when the cost of the service of education is advancing by leaps and bounds, a few millions seem to be of little consequence. According to the President of the Board of Education, the total expenditure in 1913-14 was £30,775,000, of which sum the grants of the Board of Education amounted to £14,380,000, the rates contributing the residue. In 1920-21, the estimate of the Board of Education comes to no less a figure than £45,755,000, and the rates to be raised by local authorities to £31,716,000, an aggregate of £77,471,000. These figures are alarming enough to disturb the repose of deceased Chancellors of the Exchequer, but they do not include to any considerable extent the expenditure to which the nation is committed under the Education Act of 1918.

THE attitude of the Bristol Education Committee towards private schools will commend itself to all interested in education no less than to those who desire to see a reasonable effort being made to economize in the expenditure of public funds. It appears that this committee, after making an exhaustive survey of the private schools

in their area, have found that there are more than 1,100 children over fourteen years of age being educated in these schools. After going carefully through the reports of the work of the Bristol private schools, the Committee have decided upon a plan which could not easily be improved upon. The efficient schools are at once accepted as part of the educational provision of the area, but such schools are granted a certificate of efficiency for a limited time only and will be re-examined from time to time. This is quite as it should be, for a school which is thoroughly efficient now may become inefficient in a year or two, unless constant care be exercised. We feel sure that the principals of these recognized schools will appreciate the advantage to them of periodical inspection. No less wisdom has been shown with regard to the inefficient schools. Letters have been sent to the principals asking what they propose to do to bring them up to date, and the Committee have expressed a hope that not a few of these unsatisfactory schools may make the necessary effort to become worthy of inclusion in the general scheme, and, further, have stated that such schools will be kept under observation. We hope that the principals of all the private schools will respond worthily to the considerate treatment of the Bristol Education Committee, and that other committees will pursue a similar policy. It is encouraging to note that the Board of Education have congratulated the Bristol Committee upon the systematic manner in which they are dealing with a difficult problem.

DR. HAMER, in his recently issued report on the London School Medical Service for 1919, points out that, following a time of conflict, there almost inevitably succeeds a pacific era, very hypercritical and given to lugubrious statements as to national physique. In these circumstances he reviews the evidence available as to the changes in national physique noted during the last fifty years, finding everywhere testimony to improvement. If our present population be described to-day as C 3, an alphabetical description in former days would have involved the use of the letters X, Y, or Z. Even since medical inspection was seriously commenced at the beginning of this century, conditions have much improved and minor ailments are vastly lessened. This shows itself markedly in the condition of candidates who have obtained scholarships to secondary schools, while there is similar evidence of increased attention on the part of the parents to the health of children of all classes. This changed attitude is leading to all-round improvement in physique, and it is increasingly possible to care for deviations from normal health which arise with adolescence. The co-operation and work of the teachers of physical education have proved invaluable, and the better graduation and individual application of school gymnastics are doing away with round shoulders and slight spinal curvatures at one time supposed to be marks of the studious pupil. Medical inspection in London secondary schools was so arranged during the war that every pupil was seen biennially: in future each is to be seen annually, with a complete examination at the ages of twelve and fifteen years. As similar complete examinations are to be carried out in the continuation schools, the benefits hitherto derived by the secondary-school pupils will be extended to the whole population, and should lead to some control of the beginnings of ill-health.

THE statistical tables dealing with secondary-school pupils attached to Dr. Hamer's report show, as in the past, a somewhat greater incidence of minor defects among the girls, with more evidence of strain. This feature is worthy of the serious attention of educationists, as it points to a need for further consideration of the out-of-school life of girls, there being no reason to suppose that school conditions are less suited to one sex than to the other. Probably the average girl is more conscientious in the matter of home work, and takes a more serious view of education, than the boy, who will not sacrifice his games. The usefulness of the girl in the home leads, too, to her being detained over domestic tasks, at hours during which the boy is left to himself. Strain involved in such subsidiary matters as music practising may be responsible in some instances. On the mental side, also, girls are affected by their closer association with parents, particularly their mothers, and so feel the effects of home worries. A proportion of breakdowns in later training are associated with a combination of domestic worries and the strain of impending examinations. A comparison with records of some years back shows a marked improvement in all directions, and it is evident that, speaking broadly, the present generation of pupils are better circumstanced, and better fitted for the battle of later life, than were their predecessors.

The Health of Girls.

IN 1909 the Board of Education issued a Circular to local education authorities relating to the revision of the regulations affecting the staff of public elementary schools. It was stated that the changes then announced represented a step in the path of educational reform, and, as the changes limited more particularly the activities of the supplementary teacher, it was supposed that in due course she would speedily disappear from the ranks of recognized teachers. A further Circular now issued appears to give the twelve thousand supplementary ladies who are now in the schools a new lease of life. In future, however, local authorities must satisfy themselves of the physical capacity of candidates for appointment, so that something more will be required than the qualification of being a young woman over eighteen years of age who has been successfully vaccinated. They must be enabled to prepare and improve themselves for the practical work of teaching by such means as it may be possible to devise. Authorities are also urged to provide supplementary teachers with facilities to enable them to seek qualifications as teachers under the Code. In considering the employment of these teachers in any area, special regard will be given to the arrangements made for this purpose. In future, notification of an appointment is to be made directly to H.M. Inspector, and not to the offices of the Board.

Supplementary Teachers.

SO long ago as 1909 the Board of Education issued a "Temperance" syllabus, and early in the present year the conclusions of the Advisory Committee on Alcohol of the Central Control Board was published by H.M. Stationery Office, under the title, "Alcohol: its Action on the Human Organism." The Board now come forward again with a pamphlet on "The Hygiene of Food and Drink," containing a syllabus of lessons for use in schools, and notes for the assistance of teachers.

The Teaching of Temperance.

The question whether such instruction should form the subject of a special series of lessons, or be included in a general course of elementary hygiene, is left open, as is also the question whether the instruction should be given by the ordinary teacher or by a specialist. We imagine, however, that most experienced teachers would vote in favour of the ordinary teacher giving the instruction as part of a general course. To such a teacher the Board's pamphlet will prove very suggestive and valuable. "A healthy life," says the prefatory note, "depends mainly on consistently good habits, and the appreciation and practice of a few simple and direct laws of health." For the first of these requirements the home must, we think, continue to be primarily responsible; but for the second, and in some degree for the first, the school is responsible. To inculcate sound hygienic principles, and to give plain straightforward reasons for them, without preaching or obvious moralizing, is here indicated as the teacher's best course.

THE BOY SCOUT MOVEMENT.

ENGLAND has been the theatre of many historic congresses of adults, but the recent great congress of the youth of the world, held at Olympia, will probably surpass all others in its achievements. The features of the Jamboree, with its unique exhibition of Scoutcraft, are already too well known to call for an enumeration here. The most casual reader of the arresting event which took place at Olympia during the first week in August must have realized that the Scout Movement, which twelve years ago was in its infancy and is now represented by at least two hundred thousand active scouts in the British Isles alone, embodies all the essential principles which make for true physical, mental, and moral progress. Thanks to the vision and personal example of the Chief Scout, to the activities of an enterprising organization, and to the personal enthusiasm and altruism of enlightened individuals, scout troops have sprung up during the last twelve years all over the country—in the populous centres of industrialism and in the peaceful hamlets of rural England. This valuable work has now culminated in a world-wide demonstration characterized by the keen spirit of cheerfulness, inventiveness, enthusiasm, and *esprit de corps* which are typical of the Scout Movement.

To those of us who are professionally responsible for the education of the young, a more significant appeal is made. The Chief Scout and his official supporters have never failed to emphasize the strong educative basis of the Scout Movement. Much support has been given to this truth by the President of the Board of Education, who recently expressed the hope that a serious attempt would be made to incorporate the Scout Movement in our system of national education. Although much work is being done in this direction more could still be done by those engaged in secondary education. It is sometimes argued that there is no strong justification for the introduction of the Scout Organization into our secondary schools, inasmuch as the pupils attending such schools are subject to the influence of a good moral discipline both at home and at school, and also because the various activities usually found in the corporate life of these schools are an adequate substitute for the training offered by the scout organization. This is by no means true in practice. However flourishing a secondary school may be in its extraneous activities, a wide field is still left for the practical application of those principles which are the fundamental basis of the Scout Movement. Viewing educational training merely from the point of the acquisition of knowledge, it must be admitted that there is much in a boy's life left untouched by the formal lessons given in a classroom, by the practical work in a laboratory, and by the other

activities common in our secondary schools. The scout organization supplies this need. A scout troop subject to the wise guidance of a scoutmaster endowed with a strong personality is an invaluable adjunct, and offers a wide range of possibilities for the application and extension of school instruction. Although badge work is not the main purpose of a scout troop, its good effects on school work cannot be ignored, while the conditions under which a scout educates himself for a special badge are admittedly sound from the true educational point of view. Scouting makes the acquisition of knowledge a living process.

There are, however, moral considerations of greater import than the correlation of facts which obtains in badge work. The system of discipline to which every scout subjects himself is incontestably of the best kind, inasmuch as it aims at two of the most important factors in moral development—self-realization, so that a boy may know his own true worth, and the release of the individual from selfishness, so that he may live for others. Every scout troop offers facilities for the practical application of the highest moral principles possible to a boy. This is true in the case of every scout, while those who are elected to office, such as that of a patrol leader, receive a training which is more valuable than that of a prefect in the ordinary non-residential secondary school. Any school in which the principles of scout discipline are actualized is morally healthy.

It is in its corporate aspect that scouting is most influential in its effects on character. The best scouting is done collectively and in the open air—which is the natural element of the normal boy. Field days can be arranged during the term. These afford opportunities for physical training and for important educational work in geography and practical mathematics. During the summer term the scout troops can live under canvas, if not *en masse* at least in sections subject to a definite rotation. A summer term camp is already a popular attraction in those secondary schools which possess a strong scout troop. The advantages of camp-life are obvious: a boy is taught to be self-reliant, to minimize physical inconveniences, and, at the same time, to realize his responsibilities as a social unit. Trek camps arranged during the holidays confer inestimable physical advantages on boys and simultaneously provide scope for the acquisition of much that is valuable in geography, geology, natural history, architecture, and in political and social history.

Finally, any school which makes the scout organization an integral part of its corporate life is established on a strong religious basis, since the ideal of universal brotherhood is consciously and constantly kept in view. Every scout is in honour bound to be morally alive and to regard truth, self-respect, loyalty, and charity as matters of the greatest practical urgency. All who attach due importance to these essential factors in education will recognize the truth that underlies the words of the Chief Scout, uttered at the conclusion of the Jamboree:

"Differences exist between the peoples of the world in thought and temperament, just as in language and physique. The war has taught us that where one nation tries to impose its will on others cruel reaction is bound to follow. The Jamboree has taught us that, where mutual forbearance and give and take are practised, sympathy and harmony are established. If it be your will, let us go forth from here determined to develop among ourselves such comradeship through the world-wide scout spirit of brotherhood that may help this happiness and good will henceforth to reign among men. Will you join in this high endeavour?"

The youth of the world leagued together in the bond of universal brotherhood, as advocated by the Chief Scout, should prove to be nothing less than the most efficient ancillary factor in the realization of the aims of a true League of Nations. Sincere tribute should be paid to that courageous and unselfish body of men—the scoutmasters—who, despite many obstacles and at the expense of much personal inconvenience, devote so much of their leisure to this movement. The demand for such disinterested men of vision and action is ever greater than the supply.

THE USE AND PLACE OF PRACTICAL WORK IN TEACHING GEOGRAPHY.

By T. ALFORD SMITH.

WITH few exceptions, teachers of geography now acknowledge the utility of practical exercises and practical work as an important part of the geographical course. Some teachers, however, have raised objections to practical exercises because of the difficulty in getting suitable materials and because of the time taken in doing such work. The first objection is no longer serious, as many good textbooks now provide ample materials; the busy teacher, therefore, is not obliged to get statistics from original sources, and he finds everything prepared for him in the most suitable form. The question of time is a more difficult matter, but the difficulty is often more apparent than real, and it is due either to inexperience on the part of the teacher or to a misconception as to what is really wanted.

In the first place, practical work should not be considered as a branch of geography to be dealt with by itself, but rather as a most important means of explaining and illustrating the ordinary geography lesson. To work slavishly through sets of exercises in textbooks called "Practical Geography" is a great mistake, and may easily become a sheer waste of time. The proper use of such books is to provide materials in a concise form, and to suggest various methods of doing the work.

In order to save time the skilled teacher will adopt many devices, and among these the following may be noted:—

(1) By making a careful selection of a few typical examples on which he will concentrate the attention of his pupils. It is unnecessary for a boy to work more than one example of a particular type of exercise.

(2) By a division of labour. This method should be adopted wherever possible; for example, before drawing a temperature graph, it is often necessary to make out a table of monthly averages from the record of daily temperature readings. In a form of twenty-four boys the required results could be quickly obtained by setting two boys to find the average for the month of January, two others the average for February, and so on. As the results are read out each boy makes up a list for the twelve months, and proceeds to draw his graph. By working one example out of twelve the boy learns the method, and nothing is gained by letting him work out the other eleven. Percentage tables can be dealt with in a similar way. This method can also be employed with great advantage when contour maps of small areas (such as ordnance maps, reduced survey maps, and others) are being studied. Selected contours can be traced by one set of six boys (out of a form of twenty-four), rivers by a second set, roads by a third, and railways by a fourth. The maps can then be studied together by superimposing one upon another.

(3) By using approximate values and quantities; all data for practical exercises should be given as approximations, as great precision is not wanted, and diagrams based on approximate numbers are just as effective for geographical purposes as those drawn with mathematical accuracy.

In ways such as these much time can be saved. In a lesson of forty-five minutes ten to fifteen minutes can be profitably spent in doing a practical exercise if the data be ready to hand; if, however, the data have to be prepared in this time, then the diagram might be drawn for home work. When work is being done out of doors the whole lesson of forty-five minutes would probably be required for it, but, of course, this would happen only occasionally.

So far as possible practical exercises should be typical in character; that is, they should be of such a kind that other exercises can be based on them—e.g. the population and area in square miles being given, the density of population per square mile can be readily calculated. In the case of England and Wales this will be about 620, Norway 10, and

Sweden 32. If three equal squares be drawn (each to represent one square mile) little difficulty will be found in putting 19 dots in the first, and 32 in the second, but it is somewhat difficult to put 620 in the third. This simple diagram therefore sufficiently emphasises the difference in density of population between England and the other two countries, and it can afterwards be used as a basis of comparison when other countries are being considered.

Again, isolated examples should be avoided wherever possible; in this respect many so-called practical geographies err very greatly, for in them exercises are set which lead nowhere; in some cases they do not even illustrate any part of an ordinary geography lesson, and they seem to have no relation to the other problems dealt with in the book. Two examples will perhaps make the matter clear.

(1) Drawing a section from a contour map is a purely mechanical exercise, and it can be done quite well by a person possessing little or no geographical knowledge. It becomes valuable in geography only when it leads (a) to visualization of the shape and features of the district, and (b) to a realization of visibility or non-visibility of distant objects.

(2) Measuring the noon altitude of the sun by means of the shadow thrown by a needle or stick on a horizontal plane is a simple and interesting piece of practical work, but by itself it is of little geographical use. The angle thus measured must be used to calculate the latitude of the place, to show that the intensity of the rays of the sun increases with the size of this angle, and that the control of the sun largely determines many of the factors of climate; from a series of noon altitudes the apparent path of the sun in the ecliptic may also be shown.

It is not meant that all these things must be done one after another at a particular time; it is often of great advantage to leave a loose end, which will be taken up later on. The important point is that the teacher should decide at the very outset why he is setting a particular exercise, of what value it is at the moment, and to what use it can be put in future lessons.

In many secondary schools the geography course is now arranged to meet the requirements of the General School Examination of the University of London. This examination is taken about the age of sixteen, and the preparation for it is spread over four years. In many cases the time allotted to geography is only an hour and a half a week, and in this short time the geography of the world has to be studied on broad lines, and the British Empire and Europe in some detail. In these circumstances each teacher must, of course, make out a scheme of work to suit the particular conditions under which he is working; as a rule, he will probably find it best to cover the syllabus in three years, and reserve the fourth year for revision and special teaching.

As regards practical work the following plan is suggested:—

First year.—The meaning and use of a map; (a) measurements in the school playground or cricket field; easy exercise to draw a plan of the field by plane table or some other method; north-south line to be found in several ways, such as equal altitudes of the sun, the hour hand of a watch, the north star and magnetic compass.

A large-scale ordnance map to be oriented (preferably one showing the school and field), distances and true bearings to be measured on it. The scale of the map to be explained; maps drawn to different scales to be examined; small areas to be marked out on a map, and then drawn to a larger or smaller scale. Areas on the map to be calculated by using squared tracing paper.

(b) Measurements to be made on the globe; latitude and longitude to be studied first on the globe, then on the map. From lines of latitude distance north or south of the equator to be measured, direction due east and west to be indicated, and variation in day and night to be found. From lines of longitude, distance east or west of the prime meridian to be

measured; direction due north and south to be indicated and difference in time to be calculated.

(c) Contour maps; contours to be explained in the first place with models made of plasticine or other solid; exercises from contour maps; drawing sections, finding the heights of places in any part of the map, shading the areas which are invisible from a given height and so on.

Second year.—The thermometer and barometer to be read every school day at a fixed time; a record of the readings to be kept; graphs to be drawn from these readings. Average temperatures and average pressures to be found for each week or each month; the results to be used to explain isotherms and isobars. Rainfall record to be kept, and diagram to be drawn. The records of temperature, pressure, rainfall, to be studied in relation to the Daily Weather Report issued by the Meteorological Office. Climatic maps, vegetation maps to be examined, and exercises to be set on them.

Third year.—(a) Trade returns and various other statistical tables to be studied; the facts obtained from them to be represented diagrammatically. Commercial maps, the world's products, the important trade routes to be examined.

(b) During this year, as the opportunity occurs, work left incomplete in the first two years should be finished in order to reach the conclusion of each investigation.

The whole series of exercises that have been done during the three years will form a most valuable record of the work, and will prove a most useful means of revising the work in an expeditious and effective way.

In the early stages of the course progress will probably be slow, but it is nevertheless of great importance. If practical exercises are chosen with discretion and worked in an intelligent manner, they provide a valuable mental training, and they assist a boy to think in an accurate way; they also enable him to draw legitimate inferences from a given set of facts, and to develop a sense of proportion and perspective with regard to the various parts of his geographical work. Lastly, boys who have been trained in this way are not likely to make the wild statements which are still very common in the answers to examination questions.

PERSONAL PARAGRAPHS.

IN the death of Sir Norman Lockyer there has passed away another of the famous men of science who first won distinction by amateur research, inspired by the love of science alone. Although his father was a science lecturer, Norman Lockyer accepted a clerkship in the War Office in 1857, and devoted his leisure to the study of astronomy with remarkable success, being elected, in 1860, a Fellow of the Royal Astronomical Society, a marked distinction for an amateur astronomer in his twenty-fourth year. In 1868, Janssen, the French astronomer, and Lockyer discovered independently the method of observing solar prominences, without waiting for an eclipse, by applying the principle of the dispersion of light. It was Lockyer who detected in the sun's spectrum, with his spectroscope, the new element, helium, unknown to terrestrial chemists. Twenty-seven years later, Sir William Ramsay discovered the same element in a Norwegian mineral. In the year following his discovery of helium, Sir Norman Lockyer was elected a Fellow of the Royal Society. For some thirty years he was director of the Solar Physics Observatory attached to the Royal College of Science at South Kensington and afterwards transferred to Cambridge, and his famous lectures on astronomy will be remembered by many old Royal College of Science students. He became a leading authority on solar eclipses, and between 1890 and 1905 he was chief of eight expeditions to various parts of the world. In 1903, Sir Norman was President of the British Association, and his address on "The Influence of Brain-power on History" was published in volume

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form. He wrote extensively on astronomy, and was editor of *Nature* for fifty years. Among the theories which he advanced may be mentioned his dissociation hypothesis, his revision of Laplace's nebular hypothesis, and his explanation that the circle of stones at Stonehenge were arranged by worshippers of sun and stars so as to catch the sun's rays in a definite way at certain times, and thus serve the people of those days as an almanac.

* * *

BRITISH Science loses still another distinguished representative by the death of Prof. John Perry, Emeritus Professor of Mechanics, Royal College of Science, and general treasurer of the British Association. Prof. Perry was widely known as an eminent mathematician and as one who had taken a great part in the establishment of mathematics as a practical science. His books on practical mathematics have been extensively circulated and translated into many foreign languages. An Irishman by birth, Prof. Perry was educated at the Modern School, Belfast, and at Queen's College, Belfast. He was a Whitworth Scholar, Peel's Prizeman, and Gold Medallist at Queen's, and when twenty years of age he became an assistant master at Clifton College. After acting as assistant to Lord Kelvin, he served for four years as professor of engineering in Japan. On his return to England, he set up with the late Prof. Ayrton as a consulting engineer, a partnership which resulted in many electrical inventions and brought forth many important new forms of electrical instruments. In 1881 he accepted the professorship of engineering and mathematics at the City and Guilds of London Technical College, and in 1896 he became professor of mathematics and mechanics at the Royal College of Science, South Kensington, from which he retired six years ago. He was characterized by an impulsive warm-hearted nature, and his numerous acts of kindness and his genial sympathy endeared him to all his students. One of his most famous lectures was on "Spinning Tops," given as the "Operatives' Lecture" of the British Association meeting at Leeds in 1890. He was a past president of the Electrical Engineers and of the Physical Society, and in 1913 he was chosen by the British Government to go out to South Africa to investigate the conditions of education there, and to advise in the drawing up of a scheme for the foundation of the South African University under the Otto Beit bequest. During the last few years he gave scientific advice on war and devoted his mathematical knowledge to the study of gyroscopic compasses.

* * *

SIR NAPIER SHAW'S successor as director of the Meteorological Office is to be Dr. George C. Simpson, who served as meteorologist with Captain Scott's Antarctic Expedition of 1910-12. Dr. Simpson is a native of Derby and son of a former mayor of the town. He was educated at the Diocesan School, Derby, Owens College, Manchester, and at Göttingen. He was an 1851 Exhibition scholar, and spent a couple of years in Lapland investigating the electrical state of the atmosphere. In 1905 he was appointed a scientific assistant in the Meteorological Office, London, and in the following year joined the staff of the Indian Meteorological Department. During the war he held an appointment under the Indian Munitions Board.

* * *

MR. C. H. SAMPSON, Fellow and Senior Tutor of Brasenose College, Oxford, who has recently been elected principal in succession to Dr. C. B. Heberden, was educated at Bristol Grammar School, and took up residence in Oxford as a mathematical scholar at Balliol in 1878. He obtained Firsts in Classical and Mathematical Moderations and the Mathematical Final School. He also won the Junior Mathematical Scholarship and took his M.A. in 1885. He was elected to a Fellowship at Brasenose in 1882, and has since been responsible for the mathematical work of the college. He has obtained a reputation outside Brasenose as an inspiring teacher and lecturer, and has always taken a keen interest in university affairs. He was largely responsible for the

organization of the movement to amend the charter of Responsions. The college owes much to Mr. Sampson's work during the last thirty-nine years, for the greater part of which he has been senior tutor, and he has endeared himself to the students by the intense interest which he takes in them personally.

* * *

THE KING has approved the appointment of the Rev. Canon E. H. Kempson, Canon Residentiary of Newcastle Cathedral, to be Bishop Suffragan of Warrington, in succession to the Right Rev. M. L. Smith. Canon Kempson went from Rugby to Christ Church, Oxford, where he took a First Class in Mathematical Moderations and Final Schools. He was ordained in 1886, and, after holding a curacy at Oxford, he served as an assistant master at Clifton and Harrow. From 1899 till 1912 he was principal of King William's College, Isle of Man, resigning this position on his appointment as Canon Residentiary at Newcastle.

* * *

MR. MAXWELL GARNETT, Principal of the Manchester College of Technology, whose resignation was referred to in our August issue, is taking up the position of General Secretary to the League of Nations Union at an early date. At the last meeting of the Manchester Education Committee, the Chairman, Sir T. T. Shann, stated that the energetic efforts of Mr. Garnett during the last eight years to promote a closer relationship between the activities of the college on the one hand and industry on the other had been instrumental in causing a wide and general realization of the mutual interests of the college and the industries served by it.

* * *

IT is reported that Prof. Gilbert Murray, of Oxford University, has agreed to be nominated as Liberal candidate for the Lord Rectorship of Edinburgh University, Lord Grey being unable to accept.

* * *

THE announcement is made in the press that Sir John David McClure, head master of Mill Hill School, will receive the freedom of the borough of Wigan, of which he is a native. His family have been intimately associated with the life of the ancient Lancashire borough for several generations.

ONLOOKER.

TOPICS AND EVENTS.

SUMMER SCHOOL OF CIVICS.—That there is a keen interest in, and a great desire for, knowledge of modern civics was indicated very plainly at the Summer School organized by the Civic Education League, and held at High Wycombe during the first fortnight in August. Some 120 students, consisting of training college lecturers, elementary- and secondary-school teachers, health workers, and others engaged in social activities, assembled for lectures in the mornings, excursions or visits to factories, &c., in the afternoons, and lectures again in the evenings. It was arranged that a series of evening lectures, open to the public, on Reconstruction should take place, and these were introduced by Mr. G. P. Gooch on "Modern Ideas on the State and Society," and proved attractive to the citizens of High Wycombe, who provided large audiences each evening. For the ordinary student, courses of lectures were held on such subjects as "The Psychology of Primitive Life," by Mr. B. Garrod; "The Foundations of Civics," by Miss E. M. White; "Principles and Practice of Sex Education," by Miss N. March; "Public Administration," by Miss Bright Ashford; and "English Buildings from the Civic Point of View," by Mr. A. G. Henderson. More advanced courses were provided by Mr. A. Farquharson and Mr. L. Mumford on "The Principles of Reconstruction," and Mr. G. H. Green on "Analytical Psychology." In addition to these courses were some arranged by the National League of Health and the National Council of Social Service; and, especially for teachers, lectures on the teaching of civics, school ceremonials, and continuation schools were given. Mr. F. J. Adkins conducted a class on public speaking, which was much appreciated. During the fortnight, Dr. F. H. Hayward organized two of his

(Continued on page 588.)

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school ceremonials, one in honour of the city and the other to commemorate the League of Nations. These were carried out by the staff of the Summer School, and proved impressive celebrations. The discussions after the lectures reached a high level, and showed that the Civic Education League has a useful future before it if it satisfies the demands that are likely to be made on it.

VACATION TERM FOR BIBLICAL STUDY.—The eighteenth Vacation Term for Biblical Study was held at Oxford from July 31 to August 14, and, by the kindness of the authorities, the students, to the number of some 170, were housed in Somerville and St. Hugh's Colleges. The term opened on Sunday, August 1, with an inaugural address given in the University Church by the Rev. Dr. Lock, Lady Margaret Professor of Divinity. The subject was "The Bible," and Dr. Lock pointed out the real gain to faith which comes from a reasoned study of the Bible and a realization of the continuity between the Old and New Testaments. During each week there were two courses of four lectures each. In the first week the Rev. Dr. Wade, of Lampeter College, lectured on "The Theology of the Book of Genesis," and traced the evolution of thought from primitive ages to the time of the writers of the Genesis narratives in connexion with such subjects as the Creation, the Fall, Worship, and the idea of Redemption, in each case connecting ancient ideas with modern thought. The course was a useful introduction to a very large subject. Miss Alice Gardner, Reader of Byzantine History in the University of Bristol, gave an interesting account of "The Roman Empire in the First Century A.D.," in which she dealt with the growth, the government, the social conditions, and the religion of the Empire. In the last lecture, the relation of Christianity to the State was briefly traced from the reign of Nero to that of Constantine. In the second week, the Rev. R. G. Parsons, Rector of Birch, Manchester, lectured on "The Epistle to the Romans," commenting in detail on the more weighty Greek words and on the crucial points of doctrine. The final course of lectures was given by the Rev. Dr. Relton, King's College, London, on "The Doctrine of Freewill in the Bible and Christian Theology." Besides the courses, there were three single lectures: "The Origins of Christianity," by the Rev. R. H. Lightfoot, of Lincoln College, Oxford; "The Archaeology of Genesis," by the Rev. Dr. Buchanan Gray; and "The Historical Character of St. John's Gospel," by the Rev. Dr. Nolloth. Hebrew readings on Genesis, Greek readings on the Epistle to the Romans, discussion groups among the students, and conversation classes with the lecturers completed the activities of a delightful fortnight. The students were people of many occupations—head and assistant mistresses of secondary schools, deaconesses, sisters, missionaries, lecturers, writers, women engaged in social, philanthropic, and evangelistic work, as well as those whose work lies in their own homes; and they came from many different countries.

ROYAL VICTORIA HALL.—The arrangements for the season 1920-1921 at the "Old Vic," the home of Shakespeare and opera in English, in Waterloo Road, S.E.1, are now available. The theatre reopens at 7.30 on Saturday, September 18, with "The Winter's Tale," and the first opera will be Gounod's "Faust," at 7.30 on Thursday, September 30. A strong company of Shakespeare players has been gathered together, including several "Old Vic" favourites: among them, Florence Saunders, Mary Sumner, Ernest Milton, Andrew Leigh, and Wilfrid Walter, who is again designing the scenery. The clever actor, Robert Atkins, is returning as producer. There is every reason to believe that the high standard of the "Old Vic" operas will be well maintained. Over and beyond the ever popular works here, it is proposed to give "Tristan and Isolde." Charles Corri will conduct the operas, and be musical director again for the plays. The Carnegie Trust has granted £1,500 to the "Old Vic" theatre towards the £5,000 required for the purchase of a wardrobe of its own. The theatre has been hampered by the increasing charges of stage costumiers, and the acquisition of its own wardrobe will enable it to continue an adequate production of Shakespeare and the great masterpieces of opera in English as heretofore. No doubt those of our readers who realize how much the "Old Vic" has done towards influencing the taste of the people will be glad of an opportunity to augment the wardrobe by the gift of any fancy costumes, Court trains, and velvets or tapestries suitable for stage purposes that they may possess.

ROYAL ACADEMY OF MUSIC AND THE ROYAL COLLEGE OF MUSIC.—The thirty-first Annual Meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal College of Music, South Kensington, on

(Continued on page 590.)

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July 20. Mr. Ernest Mathews took the chair. The Secretary read the report, which expressed the regret of the Board at the death of Dr. C. H. Lloyd, a member and for many years an Examiner of the Board. The number of candidates in the United Kingdom was 5,409 in the Local Centre Examinations, and 35,699 in the School Examinations. Exhibitions were awarded last year in the United Kingdom to Muriel M. Hart, London Centre, Viola; Betty M. Humby, London Centre, Piano; Nina Joel, Brighton Centre, Violin; Joan Lloyd, London Centre, Piano; Christina G. Macdonald, Swansea Centre, Singing; Mary C. M. Nono, London Centre, Piano. In Australia: Eileen Cody, Melbourne Centre, Piano; Dorothy Randall, Melbourne Centre, Piano. In Canada: Ben Loban, Winnipeg Centre, Violin. In Ceylon: Kathleen M. Wright, Piano. In the combined Gibraltar and Malta Centres: Jennie Ross, Malta Centre, Piano. In New Zealand: Thelma Gallagher, Auckland Centre, Piano. Eight Exhibitions previously gained have been renewed for a further period of one year.

COMPETITION FOR BOY MECHANICS (R.A.F.).—The Air Ministry announce that, under a new scheme which has been established for training boy mechanics in the Royal Air Force, an open competitive examination for candidates for entry in January, 1921, will be held by the Civil Service Commissioners on November 1 in London and a number of provincial centres. The examination will include mathematics, experimental science, English composition, and a general paper. There will be a minimum of 300 vacancies. Candidates must be the sons of British born parents, and must be between the ages of fifteen and sixteen and a-half years on January 1, 1921. A list of candidates for appointment by open competition is kept at the office of the Civil Service Commissioners, and the necessary entry forms can be obtained on application to the Secretary, Civil Service Commission, Burlington House, London, W.1. The last day on which applications can be accepted is September 9. Boy mechanics, Royal Air Force, are attested for twelve years' service from date of entry, made up by ten years' regular Air Force service and two years in the Reserve. They receive three years' preliminary training in one of the skilled Air Force trades. Throughout the three years' training eight hours a week are devoted to an educational course. Special attention is given also to boys' physical development, nine hours a week being

allotted to drill, physical training, and organized games. Every candidate for entry should be in good health and of sound constitution, and it is desirable that, before a boy comes forward as a candidate for entry, steps should be taken to ascertain whether he is suffering from any physical disability which might prevent his acceptance on medical grounds. Boy mechanics will be provided with a free outfit, will be lodged and victualled free of cost, and will receive pay at the rate of 1s. 6d. a day until the age of eighteen, when the rate becomes 3s. a day. A pamphlet, giving further particulars of the course of training, conditions of service, and systems of entry has been prepared. Application for copies should be made to the Inspector of Recruiting, Royal Air Force, 4 Henrietta Street, Covent Garden, W.C.2.

NEW QUALIFICATIONS FOR GEOGRAPHY TEACHERS.—The development of modern geography and the demand for teachers trained in its methods have led to a marked improvement in the position of the subject in the curricula of most of the universities and university colleges of this country. In the University of London, geography has long been a subject for the Pass B.A. degree, and now there is an Honours B.A. degree in geography, both for internal and external students. There is also a diploma in geography, rather narrower in its scope than the Honours degree, but, within its limits, equal in standard. Moreover, entry to this diploma was formerly limited to matriculated students, but has now been opened to any teachers who are eligible for registration or provisional registration by the Teachers Registration Council. Finally, graduates who have passed suitable examinations in the subject can work for the new Ph.D. degree by research in geography. Further information regarding these examinations and particulars of the courses provided in preparation for them can be obtained on application to the Secretary, Birkbeck College, E.C.4.

ANGLO-BELGIAN UNION.—THE Anglo-Belgian Union is continuing its work of maintaining the friendship between Great Britain and Belgium, and of interesting the public of both countries in each other's life and history. The Brussels and London sections have simultaneously published lists of lectures which may be given in Belgium on British subjects and in the

(Continued on page 592.)

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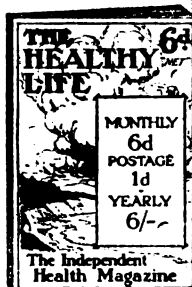
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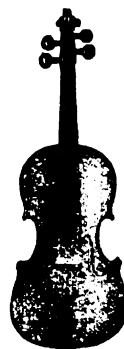
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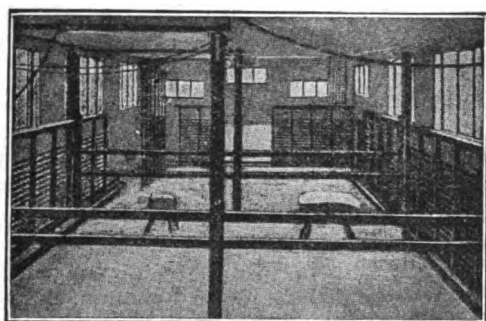
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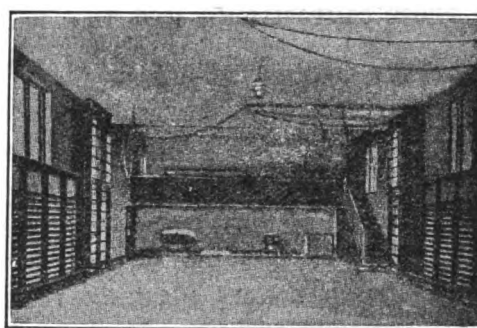
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PROTECTION FROM FIRE IN SCHOOLS.

By ALAN E. MUNBY, F.R.I.B.A.

FIRE! There are few more dreaded words in connexion with our homes and institutions. Most of the other catastrophes to which flesh is heir, at least within the confines of a dwelling, are sufficiently gradual in their onslaught to admit of plans for defence which usually may be developed and matured as the situation unfolds itself; but fire demands instant readiness for action. Minutes, even seconds, count heavily in such a predicament; hence complete readiness in every detail is essential. All human actions to be really successful require some incentive, and it is particularly difficult to secure the incentive in the matter of arrangements to meet fire, because outbreaks occur so seldom. Perhaps inspiration may come from some case of fire in the neighbourhood, but enthusiasm for drills and practices soon dies down, and unless these are made a matter of routine, and someone is prepared to make it his or her business to maintain interest and efficiency, when the outbreak does occur, it will probably be accompanied by disaster.

Fire has an attraction for children, particularly boys; and, moreover, nearly all children are naturally careless and heedless. In our "teens," through ignorance or mere light-heartedness, we take risks which no person of mature age would contemplate. A mischievous or malicious child is, of course, a real danger, but risks are often taken thoughtlessly by less daring subjects. The writer, who was rather lacking at school in the spirit of adventure, remembers how, at the end of term, when the terrible ordeal of some hundreds of lines of Latin and Greek "rep." had to be painfully committed to memory, he used to work with a candle among a pile of boxes in a cupboard off his dormitory, access to which he gained by an unauthorized duplicate key. In those days fireproof construction was nothing accounted of in schools;

the dormitory was on the top floor, and all the surroundings were wood.

Turning to methods of protection, no scheme which is universally applicable can be drawn up. Schools vary so much in size, construction, location, and periods of use that arrangements for one institution might be quite unsuited for another, though naturally the aims—to eject the inmates and attack the fire as rapidly as possible—are the same in all cases. The problem of a modern day school, with well-placed fireproof stairs and panic exits, may be of the simplest, but that of a boarding school, which has grown by spasmodic additions to an ordinary domestic house—and there are many such—may require much thought for its adequate solution. Fire problems should be treated like preparation for defence or counter-attack in war. It is said of one of our generals in the late war that, when asked for his proposals in the event of attack, he replied that he had developed eighteen schemes to meet the enemy's possible variations in procedure. So with a fire, schemes should be developed for meeting outbreak in different places and circumstances. The general aim should always be to provide at least two means of escape from any point, so that, if one is cut off by fire, the other will be available. It is naturally at night that fires are mostly to be feared, as valuable time is then often lost before the outbreak is discovered, and, suddenly aroused from sleep, time is required before one's mentality can grasp the situation. In large institutions a night watchman may be employed, and, if this service is decided on, two or more recording clocks, on which he has to register his rounds, should always be employed, and the records examined to ensure that he carries out his duties. Few schools, however, would feel justified in paying for such services, but it should at least be the duty of some person to pay a final visit to all empty rooms, more especially those recently in occupation by the pupils or servants, before every-one retires to bed.

Where a new building is in question, of course, much can be done to minimize risks by suitable construction. This is a matter for the architect, who is usually quite alive to the desirability of avoiding wooden floors and partitions when incombustible materials are approved. This is often a matter of cost. The increased outlay may not be large in a building of magnitude near an industrial centre, but is often considerable as a proportion of the outlay in country districts, and, when an existing building contains much timber, additions in fire-proof materials are often thought useless, though the writer does not hold this view. A good deal of joinery, again, may be avoided in these days, windows and even doors (the latter of thin sheet, with an incombustible filling) may be of steel, and their linings in plaster. Similarly, lockers may be built in angle irons with steel doors, but, in spite of every constructional effort in this direction, there must necessarily be always a large amount of combustible material, such as bedding, clothing, and books, which can never be dispensed with. Thus, while construction may confine and reduce a fire, and mean great saving in actual damage and reduced premiums, it does not obviate the necessity for the provision of proper means for escape and fire extinction. Walls continued vertically right through a building can do much to prevent fire from spreading, particularly if doors in such walls are made fire-resisting. These are generally of oak or teak, and two inches (ordinary door thickness) throughout, that is, the panels are not recessed. They should be self-closing, and if glazed, as sometimes necessary, the glass should be in small squares, set in copper, and fixed by electrolytic deposit of copper on the bars. Such doors will withstand a fire for a considerable time. It is a question whether deal doors, thoroughly impregnated with such a compound, for example, as ammonium phosphate, would not be nearly as effective, at much less cost, and experiments in this direction seem very desirable. Windows of rooms in occupation should not have iron bars, and, if conditions of discipline suggest these, some other mode of meeting this requirement must be found, as escape from

windows should always be possible as a last resort, and entrance may be urgently required through them by firemen. Sufficient doors clearly marked "fire exit" should be arranged to open out, and be supplied with panic bolts, which automatically release the doors on pressure from within.

In storied buildings no better provision exists for escape than an iron staircase, which should be placed with regard to other stairs, and preferably supported on stanchions not close to windows, or, if this is difficult, such windows should have wired plate glass. These staircases are expensive, and though they naturally vary much in character with the building and its surroundings, at the present time probably £80 per story would represent a fair average cost. Iron ladders, with flat treads, or even round bar treads, may be substituted for economy, but admit of much less rapid use and present more chance of accident in panic. Whatever is used, flights must be broken up by frequent landings for safety. If the expense of escape stairs makes them prohibitive, the next best thing is a canvas chute, which must be provided with a proper fixing at some selected window, and when required is thrown down to the ground. The first person using the chute draws it away from the building after descending, so that others terminate their descent in an almost horizontal position. There is no difficulty in using a chute, but practice is necessary to give confidence, and, if desired, a fluffy rope can be placed in the chute, which the user can allow to slip through his hands, and thus check his speed independently of the use of knees and elbows. Rope ladders are not to be recommended; even those with rigid treads swing away from the wall in use, and are not things to give confidence.

As to extinguishing fires, even when the services of a brigade are immediately available some movable hand apparatus is most desirable, and when assistance may be delayed this is absolutely essential. Nothing is better than one of the London Fire Brigade hand pumps, which consists of a cylindrical tank some 2ft. 6in. high and 18in. in diameter on wheels, with a hand pump and jet on a flexible pipe fixed in the tank, into which water is poured by hand or from a tap, as it is used up by the pump. A powerful jet can be directed to the seat of the conflagration by such a pump, and force is as important as the actual water, as fire submits to being knocked out as well as smothered.

If chemical extinction apparatus is used, this must be examined and recharged periodically. Messrs. Merryweather make a conical cylinder of this type which comes into action without taps when stood on its head, and stops when again inverted. At the start of a fire in combustible surroundings every second tells, and a number of ordinary syphons of soda water disposed for use about a building would often be a most valuable initial aid in an outbreak. The mouths might be closed by wafers to exclude dust and prevent unauthorized use without detection.

Where no public hydrant service is available, of course, larger measures to cope with fire must be taken. Large chemical engines made of copper, supported on a carriage, and costing up to £300, are sometimes used for country mansions, but a continuous water supply is better. London hydraulic mains give a pressure of 700 lb. per square inch, and most large towns have a hydraulic service from which a separate system of hydrant pipes can be installed in a building with appropriate hose lengths on various floors. If an ordinary domestic supply is alone available the pressure must usually be increased by the use of a manual engine acting in a manner similar to that of the hand pump already referred to. Such an engine can be used merely by pond or well water with a suction pipe, provided that the water has not to be raised to the pump more than about 24 ft., but greater heights can be dealt with by a force pump. With such methods the suction hose must have the most careful attention, as any leakage in it will be fatal to the pump supply.

Where electricity is available the place of the manual engine may be taken by a pump and motor designed to draw water,

and discharge it under increased pressure. These pumps have now been brought to great perfection, and are stated to be available in the most powerful sizes for discharging a $\frac{1}{4}$ -in. jet no less than 200 ft. high.

Hoses full of water are heavy things, and are apt to get twisted and damaged. It is a great gain, therefore, to have two or three iron pipes erected on the outside walls of a building, with suitable couplings at each story near some opening, and one at the open mouth well above the ground at the bottom, to which the delivery from the manual or motor pump can be attached.

No arrangement, however perfect, will be effective without an organized plan, in which the duties of various persons are defined and co-ordinated. Further, alarms should be made at frequent intervals both in the day and at night. In most schools a school brigade is desirable, and this should drill regularly, and be under the inspection and report of some professional unconnected with the institution. The first lessons will consist of explaining the use of various implements, next will come the study of the engine, hydrants, and escapes, life saving under various conditions, and, finally, the actual responsibility of management of fires. In brigade work the first officer places the engine and directs operations, the second usually has charge of the hose lengths, the third controls work on the engine and arranges relays of pumpers, while the rank and file lay out the hose, protect it and the suction pipe, clear away obstructions, and obey other orders. Branchmen—the fire fighters—require good nerves and rapid powers of decision, and must be able to get above the fire and direct the hose down upon it.

Pages might be written upon procedure in various hypothetical cases, but these are matters for individual study. A fire, for instance, at the far end of the long roof dormitory will present problems quite different from an outbreak in the boys' studies probably. Finally, interest must be sustained, and this might be done by introducing the subject into school work, allowing the school brigade some privileges, and giving a substantial prize for an annual essay on procedure in some prescribed conditions. Few of us, again, are uninfluenced by display, brass helmets and uniforms are attractive, and any rare chance of organizing a real fire in some neighbouring building marked out for demolition should not be lost sight of.

THE STUDY OF THE LIVING PLANT.

By R. F. SHOVE,
The University, Leeds.

IN the days when the heuristic method had not yet made its appearance in connexion with the teaching of physics and chemistry in secondary schools, the teaching of botany was modelled, consciously or unconsciously, along lines which appealed only to the adult mind. The schemes of work for that period, and the syllabuses set in examinations, indicate a study of general topics too often entirely divorced from reality. Shapes of leaves, types of inflorescence, classification of fruits, entered into even the most elementary schemes, and these were frequently studied almost entirely from textbooks. The older pupils absorbed information about the internal structure of plants and the physiological processes carried on in the living plant without seeing a section or performing an experiment. The schemes of work in botany drawn up by Prof. Balfour for the schools of the Girls' Public Day School Company in 1887 show the subject-matter studied at that time. The older pupils were taught "the elementary morphology and physiology of plants" by means of the types *helianthus*, *aspidium*, *funaria*, *vaucheria*, *mucor*, and by observation of plants belonging to certain specified natural orders. The study of these types by girls of fifteen to sixteen in classes of considerable size was highly unscientific; the knowledge of

microscopic detail was obtained from textbooks, and the living plant was often only most cursorily examined by the pupils. Further, the knowledge obtained was not such as to make the plant world around them more interesting, and continued study along similar lines held little attraction for the majority of the girls. The elementary schedule set for the guidance of the work of the younger pupils consisted of a list of plants of which "the naked eye characters, relationships, and uses of parts" were to be studied. This list included many plants of which the life histories could be used to good effect in demonstrating biological principles, but there was little in the accompanying statements to suggest to teachers of the period that such a method should be followed, and, as a general rule, the study was almost exclusively along morphological lines.

To-day very different ideals prevail; knowledge of form and structure is regarded as the foundation, and not the coping-stone, of botanical study, and even the elementary student is given some grasp of biological principles. Seasonal changes in plants, experimental investigation of living processes, relations between form, function, and environment—all of these stimulate the mind to satisfying thought. Shapes of leaves neither satisfy nor stimulate. Yet even now all is not well. Plants are regarded as alive, but frequently only during one phase of their existence; the other phases are ignored. This is due to the fact that only in some cases are all the parts of one and the same species suitable for study by the young mind: hence certain parts of certain plants have become almost universally adopted for the study of typical structures. This practice partly results from the systematizing tendency characteristic of the adult mind, so that even young children are not left free to observe the plant as a whole. The seeds of the bean, sunflower, acorn; the fruits of the sycamore, poppy, apple; the flowers of the buttercup, primrose, fox-glove, may be instanced as examples of this partial treatment of plants. More often than not, no other phase of the plant's life is studied, and the child gains no clear idea of its life-history as season changes into season. Many broad beans have been dissected and germinated in school, but how many children have seen the seedling grow to maturity—watched the development of the flower and fruit, and found the ripe beans in the pod? Many poppy fruits have been drawn and described, but have our pupils seen the production of the multitudinous seedlings from a thimbleful of seed and the wonder and beauty of the developing poppy-flower? No clear concept of plants as living wholes can be obtained without the study of their life-history—of the development of individual plants from one stage to another, and of the seasonal changes which take place as the year passes by. Such work is peculiarly suited to the pupils of the lower and middle classes of secondary schools, but can only be carried out with complete success when a school garden is available; the intimate contact with the needs of the living plant that can then be obtained, the tending of it through all the phases of its existence, and the means taken to ensure its welfare, all illustrate the biological principles a knowledge of which is to be instilled.

Various considerations influence the choice of plants to be studied in this way, and of these the most important are the following:—(1) The plants as a whole and parts of them should be readily obtainable when required; (2) the various parts should be sufficiently large to be examined and described easily (the use of a hand lens is not desirable, except with older pupils); (3) the fruit should, in ordinary circumstances, be successfully produced from the flower and should show well formed seeds; (4) the seeds should readily germinate, both under experimental conditions and in the garden; (5) the methods of pollination should be of particular interest; (6) the plant should show some striking adaptation of form to function in such matters as seed dispersal, food storage, perennation, leaf arrangement; (7) some of the plants should show well marked adaptation to environment.

It is obvious that few plants combine all these characters, but many show a sufficient number to be suitable as objects of study. The first-named features are those which should carry most weight in choosing plants for younger children, and

for these the plants chosen should possess in addition enough beauty of form and colour to be attractive to young minds.

The following three years' course is suitable for children of twelve to fourteen. The types are chosen so as to render possible simple generalizations about plant life at the end of each year.

Age 12+. *Types.*—Annuals: sweet pea, candytuft, nasturtium, poppy, broad bean.

Herbaceous Perennials: lupin, bluebell, buttercup, wall-flower, carrot, dandelion, primrose, onion, iris.

Woody Perennials: oak, sycamore, ash, horse-chestnut.

At the end of the year the pupils should have realized the difference between annual plants, herbaceous and woody perennials; the relation between flowers, fruits, and seeds; the chief methods of germination and of food storage.

Age 13+. *Types.*—Annuals: shepherd's purse, goose-grass, groundsel, maize, sunflower, convolvulus, vetch.

Herbaceous Perennials: crocus, potato, celandine, stonecrop, houseleek, antirrhinum, blackberry, Solomon's seal.

Woody Perennials: lime, beech, elm, gorse, clematis, rose, honeysuckle.

These types are chosen to illustrate methods of perennation, of reproduction other than by seed, and of pollination, and the relation between the plant and its environment as seen in drought-loving and climbing plants.

Age 14+. *Types.*—Annuals: willow-herb, cornflower, foxglove, pansy, balsam.

Herbaceous Perennials: avens, geranium, montbretia, chervil, plantain, saxifrage, grasses (wheat, oat, couch, rye-grass).

Woody Perennials: birch, hazel, willow, poplar.

By the study of these more difficult types the child's understanding of the foregoing principles is made both deeper and wider, and special emphasis is laid on the biological equipment of the plant and its intimate relation to its environment. Throughout the whole course every type is studied in the garden and in the laboratory, both during its resting stage and during its period of vegetative activity.

While dealing with the life history of these plant problems with regard to life processes arise in the child's mind, and experimental work of a simple nature must be carried out in order to solve these. They arise as soon as the plant is studied in relation to its environment, and as soon as attention is drawn to such gardening operations as watering, hoeing, digging, and the thinning out of seedlings. For example, the need for water leads on to the consideration of its use in the plant and to the discovery of transpiration. The obvious gain in weight of plants grown from seed arouses inquiry as to the source of food, and the arrangement of leaves in mosaics to the reason for the plant's need for light.

The following notes indicate a method of treatment which could be followed in a study of the life-history of the carrot; the examination of large carrots available in shops in winter serves as the starting-point, but the study could equally well begin with the seeds in the spring.

SECTION I.—*January or February: External Form and Structure of Carrot Root.*

The carrot has a root very different from that of many plants. How? [Thick, swollen main root; few small fibres.] Plant must have a purpose in this; we shall find out as we study its life-history. Description of form of carrot by pupils [shape, colour, surface, fibres]. Small horizontal lines on sides. Why? [Fibres or branch roots.] Why are these so short? [Carrot pulled up; roots torn.] Can we make others grow? [Carrot planted in damp fibre.] Drawing of plant by pupils. Carrots are cut longitudinally; description of interior [core, rind, greenish stem, leaves, strips of core running out to exterior]. What are these strips? [Branch roots; carrots are cut transversely through horizontal lines on surface to determine this.] Why do the branch roots join the core? [Water thus sent to leaves.] Drawings of longitudinal and transverse sections.

SECTION II.—*A few weeks later. Function of Carrot Root.*

Carrots planted in fibre now have branch roots and leaves. What has been needed for this growth? [Warmth, water, food.] Source of food? [Fibre, water, or root.] Slices of varying thickness of the

top end of carrot roots are placed in distilled water to determine if food is present in the root; amount of growth is noted. The carrot root, if not pulled up for our food, would be in the ground now. What may happen in the summer? [New leaves, flowers, fruits, seeds.] Carrots are planted in the garden in order to watch this possible development. What does the gardener do to obtain carrot plants? [Sows seed.] What are these like? Probably no child will know; therefore "seeds" are examined, described, drawn, and sown in the garden in late March or April.

SECTION III.—*Early Summer. The Young Plant.*

As the seeds germinate the seedlings are examined at different stages, and hypotheses as to the work of the cotyledons, foliage leaves, and root formulated by the class; experiments with more suitable plants must be performed to determine whether these hypotheses are correct; the development of the plant is watched up to its resting stage, reached in the autumn.

SECTION IV.—*Flower and Fruit.*

During the summer the carrot roots planted in the spring send up tall flowering shoots. How is this possible? [Food store in root.] Observation and description of flower structure, method of pollination, and nature of fruit. What did we really sow in the spring? [Seed cases, and not seeds.] Why bristly? [Seed dispersal; comparison is made with fruits of wild carrot.] What will now happen to the plant? [Two hypotheses: (1) plant dies; (2) leaves make more food, and store in root for next year.] Correct hypothesis is determined by continued observation; a plant which thus lives only for two years is known as a biennial. Why did it not flower at the end of its first year? [Production of so many flowers and fruits needed much food; time available during one summer's period of growth permitted only of the development of foliage leaves, which then made and stored food in the root for the great effort of the succeeding year.]

If the life-histories of about twenty plants are thus carefully studied every year, a three years' course will not only give the pupils a real and satisfying knowledge of biological principles, but will also train those mental qualities which are needed for any critical investigation, and which stand their owner in good stead whatever the nature of the problem to be attacked.

CORRESPONDENCE.

DATE OF NOTIFICATION OF VACANT HEADSHIPS.

To the Editors of The Journal of Education and School World.

SIRS,—May we be allowed through your columns to draw attention to a matter of great importance to the conduct of girls' secondary schools at this time, that is, the inconvenience which is caused by the late date at which notification of vacant headships is published and selection of candidates for these posts is made. Grave interruption is caused to the school work by the appointment of a prominent member of a school staff to the headship of another school at short notice. In many cases, indeed, assistant mistresses who are eminently fitted for headships are reluctant to apply for such posts when they are aware of the disorganization which must necessarily be caused to the work of their pupils by their sudden withdrawal from school, perhaps shortly before the date of the examination, on the result of which the future of several of the girls to a great extent depends.

The matter appears to touch girls' rather than boys' schools at the present time, when so many new secondary schools for girls are being opened. An early notification of vacancies (which are seldom of sudden occurrence) and some readjustment of the machinery for interviewing selected candidates would probably remove entirely a grievance which closely concerns, not only head and assistant mistresses, but also the pupils in girls' secondary schools.—We are, yours faithfully,

E. H. MAJOR,

President, Association of Head Mistresses.

DOROTHY SHOVE,

President, Association of Assistant Mistresses.

92 Victoria Street, S.W.1.

August 3, 1920.

FOREIGN AND DOMINION NOTES.

FRANCE.

It will not be thought unnatural that an experienced educational journal should view the catchwords of a day, such as "self-determination" and "democracy," with some suspicion. There are modes and measures of self-determination which are impossible for the individual citizen, the trade union, the single State—for the elements of any organism. So again, to-day we are all democrats; not conscious, all of us, that there are two forms of democracy competing for favour. One is democracy as advocated among us by the Boanerges of the Cross Roads: "five hundred a year all round," no competition in production, no stimulus to energy, no overtime, holiday-making paid for as labour, and so forth. The other is the democracy that seeks to abolish all privilege and to equalize opportunities, to increase the wealth of the community by increasing production, to increase production, above all, by selecting and training fitly the human instruments of production without regard to social class, and to develop every child at once for the service of the State and to the highest attainable manhood. In short, there is the democrat whose ideal it is to lie on his back, and there is the democrat who still would climb. If we discern aright, France is inclining to the more energetic form of democracy. Her race being not so prolific as the German or the Anglo-Saxon, she must make good by quality the lack of quantity. She must train *élites*. Accordingly in education she will uphold the principles of competition and selection. The Minister of Education has promised to re-establish the Concours général of *lycées* and *collèges*. In the schoolroom the teaching will no longer be kept down to the level of the dullest pupils. The teacher with no diplomas will not be the equal of the teacher provided with them. From the primary school will be picked for secondary or technical schools the *fine fleur* of French intelligence. A million francs used to be appropriated for *bourses*, or scholarships, enabling the pupils of the primary school to continue their studies, a sum which allowed 426 *bourses* to be bestowed; the new Budget allots six million francs, to provide nearly 3,000 *bourses*. "Qu'est-ce qu'une saine démocratie!" exclaims a writer, commenting on the fact; "c'est une aristocratie qui se recrute par l'esprit!" Yet in France, too, stagnant democracy has its adherents, with whom the chief use of the intellect is to reckon wages.

But the most difficult, the basic, problem that France has to solve is how to get the children into the school, and *L'Ecole et la Vie* devotes a special number (iii, 43) to it. Under Napoleon the Third, Victor Duruy and Jean Macé made valiant efforts for national education. The Third Republic has passed important laws to further it: the Law of June 16, 1881, establishing the principle of free education in State primary schools; the Law of March 28, 1882, relating to compulsory attendance and the secularization of the primary school; and the Law of October 30, 1886, on the organization of primary education. The joint effect of these laws was to give France free, obligatory, and secular primary education. But the *commissions municipales* instituted by the Law of 1882 proved to be insufficient; the obligation to attend school was not respected; and Congress after Congress called for new legislation, Bill after Bill was drafted, to improve attendance. A large number of French children have been escaping the net. The annual examination of conscripts, made (under the Ferdinand Buisson Law) for the first time in 1912, showed that, of 237,865 recruits, 50,800 had to follow the courses of the regimental school as being insufficiently educated, 8,305 could neither read nor write, and 4,059 could read only. New statistics have not been published since the war; when they are issued they will certainly reveal increased weakness. Poverty and selfishness are the prominent causes of bad attendance—the poor parent needing, the greedy parent claiming, the services of the child in domestic offices. For remedies, France looks to the Legislature. *L'Ecole et la Vie* is promoting a national petition to the Chamber of Deputies, calling for a law to secure effectively attendance at the school. And already it is announced that M. Honnorat, Minister of Public Instruction, is preparing a Bill which, whilst raising the school age to fourteen, will make obligatory attendance a reality. Unhappily, as we know in England, it is one thing to put an Act on the Statute-book, another to reap the benefits which the Act is supposed to provide.

Whilst in England the Board of Education can only shake a puzzled head over the problems of continuation, France is making, locally and sporadically, some little progress in caring for the adolescent. The *cours de perfectionnement* for them indicated in the Circular of

May 27, 1918, are being organized in several departments. In Doubs, for example, five such courses have been conducted at Besançon since the month of December. They are held every Saturday afternoon from 3.30 to 6.30. Primary teachers are, in general, the instructors of the young folk, whilst professors of the *école normale* lecture from time to time on such subjects as Literature and Social Education, the Sciences as applied to Hygiene, and Commercial Arithmetic. Further particulars of *cours de perfectionnement* will be found in the *Revue Pédagogique* (LXXVII, 7, 66). Inadequate as such efforts are, they indicate goodwill.

GERMANY.

The vital importance of primary education continues to be emphasized in Germany. The principle of training the primary teacher at a university, in spite of some opposition in academic circles, gains ground, and practical application of it continues locally. The Governments concerned with the University of Jena have resolved, with the consent of the Senate, to admit *Volksschullehrer* as regular students in all Faculties, if they hold the leaving certificate of a nine-class secondary school or satisfy prescribed tests. At Giessen the *Volksschullehrer* are being accepted in the Faculty of Philosophy if they have passed the first and the second *Lehrerprüfung*, or Training College Examination. Imperial recognition of the right of the primary teacher to university education can hardly be long withheld.

The Committee of the *Reichsschulkonferenz* (of which we wrote last month) that dealt with school organization was disposed to allow wide scope to experiment. It proposed that there should be established, side by side with the existing nine-year higher schools and having equal rank, a *deutsche Oberschule*, or German high school. Such a school would offer no Greek, and Latin only as an optional subject in the three or four higher classes; the staple of instruction would be German (the German language and literature, German history and German culture), one foreign language being studied intensively for informative contrast. This "German School" is not to spring into being in a moment. It is recommended that the plan should be elaborated in experimental establishments conducted by well qualified teachers, with free play for individual initiative. When the scheme is developed, the classical Gymnasium will have a formidable rival. Experiments are also contemplated with looser groups than the old-fashioned classes.

The Prussian Minister of Education has issued a note advising more instruction in the open air. For geology, for *Heimatkunde*, to give elementary notions of form and space, the field and the forest are the best classrooms. And other teaching is also quickened when it can be done *sub Jove*.

It is stated in the newspapers that Mr. Eugene Higgins, an American who lives in Paris, has offered a prize of £1,000 for the best explanation of Einstein's Relativity Theory. English teachers who may wish to compete will find an article on the subject, by Prof. A. Kopff, of Heidelberg, in the *Wissenschaftliche Beilage* of the *Leipziger Lehrerzeitung*, No. 6, June 1920. Recommended for the study of the theory are the following books:—A. Einstein, "Über die spezielle und die allgemeine Relativitätstheorie," Sammlung Vieweg, Heft 38; M. Schlick, "Raum und Zeit in der gegenwärtigen Physik," J. Springer, Berlin; E. Freundlich, "Die Grundlagen der Einsteinschen Gravitationstheorie," J. Springer, Berlin; E. Cohn, "Physikalisches über Raum und Zeit," Teubner; W. Bloch, "Einführung in die Relativitätstheorie," *Aus Natur und Geisteswelt*, Bd. 618; H. Witte, "Raum und Zeit im Lichte der neueren Physik," Sammlung Vieweg, Heft 17. The judgment of Prof. Kopff is that the conclusions deduced from the theory still need manifold explanation; that whilst there are no valid reasons for rejecting it, we are not at present compelled to accept it, "wenn auch die Einfachheit und Geschlossenheit des sich uns darbietenden physikalischen Weltbildes von vornherein für sie spricht." In other words, it is plausible, probable, but not absolutely demonstrated.

UNITED STATES.

Plato, in the "Republic," viciously separated the time of bodily training from the time of literary education. Johns Hopkins University properly combines the two. Not only is a course in physical exercises required of all undergraduate students during the first two years of

residence, but, to provide trained men as officers in case of war, the University has established an Infantry Unit of the Reserve Officers' Training Corps, Senior Division (*University Circular*, 1920). The military courses, covering four years, rank equally with other courses, and a student who completes them satisfactorily receives a credit of seventeen points towards the degree of Bachelor of Arts. There is instruction in the duties of a soldier for Freshmen, military topography for Sophomores, military field engineering for the Junior class, followed by military and international law and small infantry problems for the Senior class. Simultaneously with this instruction, the student progresses in the handling of troops, beginning with squad leadership and advancing to platoon, company, and regimental drill; until, in the Senior year, he is ready to undertake the War Game, in which his ability to manoeuvre all arms of the service is tested on large relief maps. Discipline and methods of instruction resemble those of the United States Military Academy at West Point. Novel to us, and most interesting in the matter, is the fact that the training helps to an Arts degree.

INDIA.

The Bureau of Education, India, publishes a comprehensive "Report on Education in 1918-19," a year in which a widespread failure of crops was joined with the paralyzing effects of war and great mortality from disease. In spite of these adverse influences, there was only a small decrease (11,491) in the number of pupils in the schools, and that was in private schools, public schools showing an increase. Colleges and secondary schools had an improved attendance. The number of public educational institutions rose by 2,820; and expenditure, augmented by 116½ lakhs, stood at the unprecedented figure of 129,863,073 rupees. But the percentage of the population under instruction was still small—3·25 per cent. Nor is the provision of educational opportunities all that India needs. "The progress of male vernacular education depends on compulsion and a clearer realization on the part of local bodies of their responsibilities, combined with more systematic consideration of how this responsibility may be discharged. Female education depends on the growth of a demand that does not exist at present." Yet the number of girl pupils increased hopefully in 1918-19. Satisfactory, too, was the increased proportion of Indians employed in the Educational Service. Improvement in the payment of teachers is reported.

In higher education the chief event of the year was the conclusion of the labours of the Calcutta University Commission, from which great results are expected. One of their principal recommendations, the transfer of intermediate classes to the school system, was carried out during the year at the Patna College. Again, the Report indicates "that the universities are alive to the necessity of assisting in the commercial and industrial revival which is taking place. In the University of Madras, classes were opened for a diploma in Economics, and are attended by whole-time and part-time students. The Punjab University is moving in the same direction, and the Senate has accepted a scheme for a diploma of Commerce with a two years' course. The Universities of Bombay and Allahabad already have degrees or diplomas of this nature: the former university is founding a School of Economics and Sociology, and has secured therefore the services of Prof. Patrick Geddes; and the University of Calcutta has framed a plan which is now being considered in the light of the Commission's report. The Benares Hindu University is opening a College of Mechanical and Electrical Engineering." The schemes for the creation of new universities at Rangoon and Nagpur are being completed, and sites have been acquired for their buildings. An interesting experiment was made in the temporary employment of ladies as professors in colleges for Indian youths—a war measure that proved successful.

Acts permitting the introduction of compulsory primary education in local areas have now been passed in Bombay, Bengal, the United Provinces, the Punjab, and Bihar and Orissa. As a general principle, the adoption of compulsion is left to the local bodies. The age-limit of compulsion is ten or eleven. In all cases provision is made for the exemption of particular classes or communities from the operation of the Acts. Our impression is that India is growing ripe for more drastic measures of compulsion than those exhibited in the Report before us.

Captain Petavel has elaborated a scheme for dealing with poverty by applying co-operation to popular education. His views are set forth in two pamphlets (just received), "The Coming Great Change in Education" and "The Problem of Healthy Towns and a Healthy India."

The Poverty Problem.

(Continued on page 604.)

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dustrial System." These pamphlets are being circulated by the Bengal Government Education Department, by the Commerce and Industries Department of the State of Mysore, and by the University of Calcutta, which has established classes, a lectureship, and a fund, to promote the study of the Poverty Problem. The literature published is sent to subscribers (2s. 6d. a year).

UNIVERSITIES AND SCHOOLS.

WALES.

Attention has already been called in these notes to the serious financial position of the Central Welsh Board, owing to the inadequacy of the Treasury grant of £1,250 per annum to meet its current expenditure. Not only is the Board precluded with its present income from enlarging the scope of its work, but is even faced with the difficulty of maintaining its normal activities at a satisfactory standard. A deputation was therefore appointed to wait upon the Chancellor of the Exchequer to explain to him how matters stand. Unfortunately Mr. Chamberlain was not in a position to increase the annual grant, though he suggested to the representatives of the Board an ingenious method by which some relief might be given, and his reply was therefore, to this extent, satisfactory. He informed the deputation that local education committees will be at liberty in future to make voluntary contributions, over and above their statutory obligations, towards the Board's expenses, and that the Treasury will recognize such additional contributions as qualifying for the 50 per cent. grant. An appeal will therefore be issued to each local authority drawing attention to this concession on the part of the Treasury, and urging upon them the importance of placing the finances of the Board on a sound footing. A special

Central Welsh
Board
Finances.

meeting will be held early in September to consider the whole question of the Board's finances, and it is to be hoped that, once for all, they will be satisfactorily adjusted, otherwise its future efficiency will be sadly crippled. It may, however, happen that the Report of the Departmental Committee on Secondary Education will be published before this special meeting is held, and that its recommendations will have a definite bearing on the whole question of the future of the Central Welsh Board, and so materially affect the position.

The circular issued by the Welsh Department in reference to State scholarships was even more belated than the English circular. The conditions governing the award of these Welsh scholarships are practically identical with the English conditions, though the method of selecting the successful candidates is different. For, instead of utilizing one of the higher certificate examinations for the purpose, the University of Wales has been asked to conduct a special examination during the week beginning on September 6, at each of the four constituent colleges. Pupils from Welsh schools are therefore compelled to sit for an extra examination, which may justly be regarded as a grievance. However, as the Central Welsh Board Higher Certificate Examination has not hitherto been recognized as an "approved" examination, the Welsh Department may be reasonably excused for inflicting this extra test upon the candidates. But we hope that next year the Department will be prepared to make the award on the result of the annual examination, and thus follow the practice of the county authorities in the case of the leaving exhibitions to the colleges.

The Welsh Department of the Board of Education have issued a circular to local authorities fixing January 1, 1921, as the appointed day for sub-sections 1 and 2 of Section 8 of the Education Act. The general effect of these sub-sections is to abolish half-time employment, to remove all provisions under which children can be exempted from school attendance below fourteen, and to enable local authorities to make by-laws requiring school attendance up to the age of fifteen. Authorities are requested to take immediate steps to make the intention of the Board known throughout their areas.

(Continued on page 606.)

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At the Cymmrodorion Section of the National Eisteddfod at Barry, there was an interesting discussion on a proposed national scheme for the compilation of a Welsh Domesday Book. The scheme aims at securing the assistance of teachers in Welsh colleges and schools, and the material collected will be made available in such a manner as the Board of Celtic Studies, in conjunction with the University of Wales, shall decide, and when tabulated it will be deposited in the National Library. The main purpose of the scheme was explained by Sir Alfred Davies (Secretary to the Welsh Department). It aims at three things: to stimulate interest on the part of teachers and children in history and geography; to rescue some, at least, of the fast-perishing treasures of folk-lore which abound in every hamlet in Wales; and lastly, to bring the school and the home into closer relation in connexion with educational work. Over four hundred schools have already undertaken to co-operate in the work of collecting interesting local lore, and in course of time an immense amount of material will be available. Mr. Fisher, who has taken the greatest interest in the scheme from its first inception, has recently examined some of the material collected, and has declared himself as highly pleased with the result. Approval of the project by such a distinguished historian and educationist should convince everyone that there is a distinct historical value in such a collection, and, therefore, it is to be hoped that before long every school in Wales will take a share in the compilation of this Welsh Domesday Book. The Barry Eisteddfod Committee had included in the programme a competition for the best collection of folk-lore, and it was very gratifying to understand that the three adjudicators were highly impressed by the great historical value of the material already garnered by this novel educational experiment.

Education at the Eisteddfod.

A meeting of past students of the University of Wales was also held at Barry. Prof. Ernest Hughes (Swansea), who presided, explained that the Union was the outcome of a feeling that an effort should be made to bring the University into a closer and more vital touch with the life of the nation. The Rev. Herbert Morgan enlarged upon this topic, stating that the university should reflect life as a whole, and, therefore, should give every man, not only a degree of professional efficiency, but instil in him that ideal which makes every profession a vocation. Particularly should this be the case in the sphere of

business and commerce. The University would therefore be doing useful work by turning its attention to two spheres—hitherto disregarded—namely, journalism and the trade union movement. Another interesting paper was read by Dr. Olive Wheeler, on "The Place of University women in the life of the community." It was, in her opinion, the duty of every university woman to bring that tolerant broad view of the problems of life, which she is supposed to have gained during her university training, to bear upon the everyday life of the community.

Mr. E. J. Osborne, of the Saltney Training College, has been appointed Director of Education for Radnorshire, and Miss Olive Adams as Organizer of Physical Training in Breconshire.

Appointments.

SCOTLAND.

The annual discussion of education in connexion with the Scottish Estimates was more than usually unsatisfactory this year. The occasion called for such a review of the working of the Education Act in its first year as the Secretary for Scotland would have made if there had been time for it. But most of the day given to Scottish business was occupied with questions of land settlement, and even when the education vote was under consideration the dispute between the Glasgow Education Authority and the Department got an undue share of attention, to the detriment of other matters no less urgent. Even so, a good deal of ground was covered by the various speakers, and Mr. Munro made one or two important pronouncements. In response to Sir Henry Craik, he practically scrapped the departmental circular which suggested the retention of teachers for a term of years by an authority which had subsidized them as students. He met the plea of Mr. Graham, Labour member for East Edinburgh, for the provision of adult education on a university standard, with a promise to encourage the co-operation of the authorities and the universities in this matter. Even those who were demanding the repeal of the Act on account of the financial burdens it had entailed were not sent away entirely dissatisfied. He said that inquiries were being made

(Continued on page 608.)

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regarding serious hardships in the incidence of rating, and that, pending legislation, everything that could be done to minimize the admitted grievances by means of administrative action would be done.

The debate on the claim of the Glasgow Authority to have its share of grant calculated on its whole expenditure, turned on the interpretation of the phrase "approved expenditure." Major Henderson, who presented Glasgow's case, maintained that the Glasgow scales of salaries had been approved in accordance with Section 6 of the Act, and that grant should accordingly be calculated on the basis of this approval. The Lord Advocate, speaking for the Government and taking the Department's view, argued that there was a difference between approved expenditure and expenditure approved for purposes of grant. Mr. Munro, with less than his usual generosity of outlook, said that it was really a case of Glasgow against the whole of Scotland, and by implication, though avoiding specific reference, condemned Glasgow for lavishness of expenditure. What the effects of this discussion will be remains to be seen. Glasgow has still its right of appeal to the Court of Session, in spite of the Government. Apart from that, however, teachers will have something to say in the matter if the outcome of allocation of grant on the Department's principles is to encourage the more parsimonious authorities to make the minimum scale their maximum. The existence of the Glasgow scale has done much to allay the irritation caused by the unsatisfactory features of the national minimum, because it gave promise of the general adoption of more than minimum salaries. That, as Mr. D. M. Cowan, the teachers' M.P., pointed out, would mean a larger Treasury grant. And why not? It must be evident to everybody that the Act cannot be worked without more money than the rates provide. The sooner that money is forthcoming the better.

When, about a year ago, Mr. Alexander Emslie, who had been dismissed from the rectorship of Ayr Academy, was appointed head master of Spier's School, Beith, by the Ayrshire Education Authority, most teachers were glad to think that an unpleasant situation had reached a happy ending, and even those who knew that Mr. Emslie and his supporters were not quite satisfied expected to hear no more about the business. But trouble has broken out again. Seven teachers, out of a staff of less than a dozen teachers, in Spier's School have sent in their resignations on account of their differences with the head master. The authority referred the matter to a committee, which reported that, while the disagreement was on points which were individually trivial, it had led to a situation detrimental to the school, and it indicated various possible lines of action. The authority, after considering the evidence, came to a rather mixed finding: (1) It was resolved to transfer the head master and teachers of Spier's School to other schools under the authority; (2) it was agreed that Mr. Emslie should be suspended as from September 1, and meantime be asked to resign his position as rector of the school. Those who remember what happened when Mr. Emslie was dismissed from Ayr Academy will know that this is not the end of the case, and that for the Institute and the education authority and all parties concerned there is trouble ahead.

It was unfortunate for Mr. Emslie that, while this dispute with his teachers was in course, he was called on to stand trial in Kilmarnock Sheriff Court on a charge of assault, on the complaint of a boy of sixteen whom he had punished, as was alleged, excessively. Though the evidence showed that the punishment inflicted was unquestionably severe and that Mr. Emslie had twice boxed the boy's ears, the Sheriff completely exonerated Mr. Emslie on every count, even in regard to the ear-boxing, which teachers have generally assumed to be an illegitimate punishment. In his opinion the great risk attaching to this in some cases made it a form of punishment to be avoided, but he was not prepared to declare that the teacher who boxed a pupil's ears was a criminal. Apart from the merits or demerits of this particular case, teachers generally seem to be rather relieved by the Sheriff's finding. An adverse judgment would probably have led to unnecessary restrictions on teachers' rights of punishment, about which, rightly or wrongly, most of them are decidedly jealous.

A few months ago a strong committee of Glasgow University General Council reported in favour of a special examination for Leaving Certificates being held in time to allow students coming up for medicine beginning their course in the summer session. At present the written part of the examination is held

(Continued on page 610.)

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about a fortnight before the session begins, and the results are not available for some weeks. Now has come a request from Edinburgh University Court to the Glasgow Court for co-operation in a movement to secure this change. So long as the examinations are conducted as they are at present, however, there does not seem much likelihood of this addition to the burdens of the schools. If the universities do not know the extra strain which half-yearly examinations so important as the Leaving Certificate Examinations would throw on the pupils, the Department, with whom lies the ultimate decision, certainly does. There is one solution of the difficulty, however, which has the great advantage of being in line with the Department's own policy. The written examinations have only to be abolished and their place taken by school examinations similar to those by which the work in science is already tested. It would then be possible to arrange for the special examination of candidates for entry on a medical course without upsetting the whole work of the school.

Mr. Blyth Webster, who has made his mark as Lecturer in English in Edinburgh University, has been appointed Professor of English in succession to Prof. Lawson, in St. Andrews University.

Prof. Becker, the German whose tenure of the Chair of Astronomy in Glasgow University during the war has been the subject of much comment, is likely to retire at an early date. The University Court gave him leave of absence on full pay about the beginning of 1916, and is now seeking the confirmation of the Privy Council in bringing about his resignation.

IRELAND.

The death of the Rt. Hon. W. J. M. Starkie, at the early age of fifty-nine, removes the most prominent and distinguished personality in Irish education. For twenty-one years he was Resident Commissioner of National Education and for ten years chairman of the Intermediate Board. Previously he was Fellow of Trinity College from 1890 to 1897, and from 1897 to 1899 President of Queen's College, Galway. He was a great Greek scholar, and edited three of Aristophanes' plays. As president of the Classical Association of Ireland he delivered a brilliant address on Aristophanes. He was also a devoted student of Shakespeare, and succeeded Mr. Justice Madden as president of the Dublin Branch of the British Empire Shakespeare Society. But he will probably be best remembered as an educationist with a strong and fearless personality. His independence and originality were invaluable forces in Ireland, and it was to him that the country generally was looking to carry through the important educational reforms on which there is widespread agreement and of which the urgency is admitted. His experience and force would have been invaluable, and he was alone in his grip and knowledge of the present-day problems of primary and intermediate education. The Board of Intermediate Education, in a resolution on his loss, say: "His consummate scholarship and high ideals of education, combined with immense energy, keenness of insight, and perfect sincerity of character, gave him a commanding power as the administrator of a great system of education. As chairman of the Board for some years Dr. Starkie won the respect and attachment of all its members by his skilful and rapid management of the business, his geniality, candour, and his honesty of purpose."

The salaries of secondary-school teachers in Ireland must continue to be in an unsatisfactory state until the whole question which they involve is put upon a permanent and regular basis. The Catholic Head Masters' Association has sent a statement to the Press for publication, but they would be the last body to suggest that it offered a final solution of this difficult problem which must continue to unsettle Irish secondary education until temporary expedients are abandoned. The resolution of the Catholic head masters states that it was recommended that the schools affiliated to the Association should pay for the year 1920-21 a salary of £160 plus a bonus of £75 to all full-time registered male teachers. The resolution then adds that it wishes to point out that several of the Catholic secondary schools are unable to pay the above salary, and the Association can only recommend such schools to pay the most generous salary they can afford. The addendum shows how far from acceptable to the fully qualified assistant masters the proposal of the Association must be, as, in the absence of a list of the schools which can afford the suggested salary, no assistant master can tell whether the Catholic school in which he teaches will or will not pay the recommended minimum. The action of

(Continued on page 612.)

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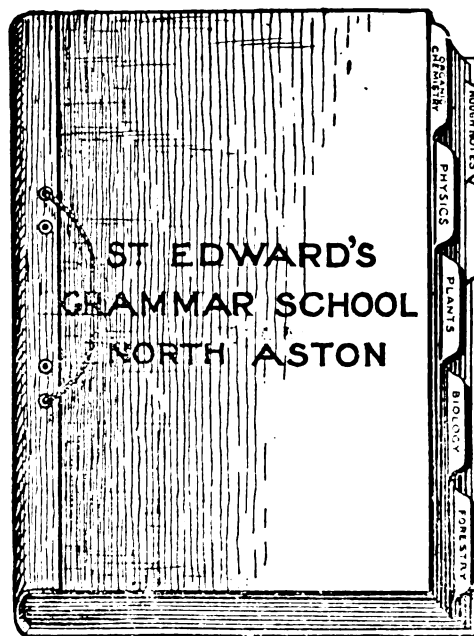
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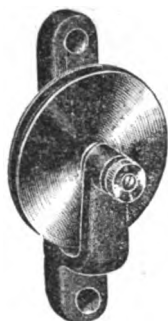
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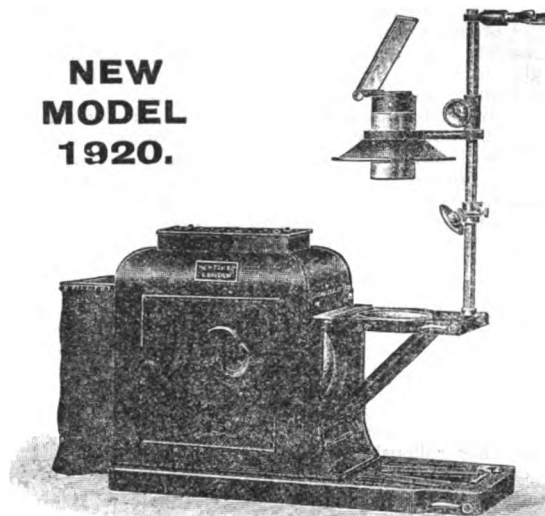
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the Government will, however, help to relieve without ending the present state of affairs.

The Government, driven into measures of some kind by the desperate state of the Irish teaching profession, have voted from the Treasury an additional interim grant of £50,000 for supplementing the salaries of intermediate teachers. The teachers will no doubt be glad to find that at last something is being done, and will also be glad to receive the bonuses which the grant makes available; but it must be pointed out that the principle underlying the grant is totally indefensible. In no trade union, in no Civil Service department, in no English or Scotch Government primary or secondary school would it be accepted for one moment. What is it that is being offered? Simply this: In August, 1920, when the school year is over, an entirely insufficient sum is offered to be paid in a most complicated manner to registered teachers for their work in the past twelve months of 1919-20. No promise is made for the coming year. The schools are to open their new school year this September in complete uncertainty as to their financial prospects for the coming twelve months. The Irish Education Bill is still where it was last November. It has twice received a first reading. It has never been explained or debated in the House of Commons. The Government cynically affirms from month to month that it is fully determined to proceed with the Bill; but, in spite of the well known confusion of Irish secondary education and of its imminent breakdown, it takes no steps to pass it, and has callously postponed it till the autumn session—shall we say, the Greek Calends?

The purpose of the new grant being definitely to increase the salaries of teachers, two objects are in view in the rules prescribed for its distribution; first, to apportion it among the intermediate schools, and secondly, to secure that it reaches its intended beneficiaries. The following is a summary of the rules:—The grant will be divided among the schools in the same manner as the Duke grant for 1919-20—viz. on a capitation basis. The share of each school is then to be divided into a certain number of equal parts, according to the number of registered teachers in the school and their salaries, and each teacher is to receive his share of these parts as follows:—If his total remuneration for the year 1919-20 was under £120, four parts; if between £120 and £160, five parts; if between

£160 and £220, six parts; if between £220 and £300, seven parts; and if over £300, eight parts. The money is to be allocated to the teachers, and receipts for the money to be forwarded to the Intermediate Education Board before September 30, and in case of any doubt or difficulty over the construction of the rules or as to any teacher's claim to share in the grant an appeal is allowed to the Lord-Lieutenant. This makes the seventh set of rules on which grants are paid to Irish secondary schools.

The Prime Minister's Committee on Classics, which has been sitting for several months at Whitehall, has taken evidence before concluding its work as to the position of classics in Ireland and the possible means of improving them. The evidence was given by Prof. R. M. Henry, this year's president of the Classical Association of Ireland, both on behalf of the Association and of the Queen's University, Belfast; by Mr. E. Halton, Fellow of Trinity College, in reference to Dublin University; by Mr. J. Thompson, head master of the High School, Dublin, in reference to Protestant secondary schools; by Miss O. Purser, Lady Registrar of Trinity College, in reference to classics in girls' schools and in Irish Universities; and by Prof. Corcoran, on behalf of the National University and of Roman Catholic schools. This evidence should be useful when Irish education comes to be reformed.

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The Liberation of the Half-timer.

THE signature of the Turks to the terms of Peace has made it possible for the Board of Education to raise the age of school exemption to fourteen years on January 1, 1921. This involves the liberation of the half-time child from the toils of premature labour. There has been great bitterness of feeling among supporters of education in the industrial North that the "appointed day" of freedom should have been regulated by the willingness of Turkey to sign the Peace terms. No lover of children can see the necessity of delaying the event to January next, since the

interval will doubtless be utilized by thoughtless and selfish parents to accept the last opportunity of selling their children to the bondage of the employer who accepts half-time labour. Children who become half-timers during the December term at the age of twelve years will continue at school until they are fourteen; and, as a result, the English school system will be encumbered with the half-time scholar until December, 1922. In other words, the Education Act of 1918 cannot become fully operative in this respect in Lancashire and Yorkshire until January 1, 1923, and until that date the clogging presence of the half-time pupil will continue to block the progress of the full-time children.

The Lapse of the Burnham Committee.

IT is significant that, since the acceptance by the National Union of teachers of the minimum scale drawn up by the Burnham Committee, little or nothing has been heard of its further deliberations. It is clear that certain scales have been drawn up in continuation of the minimum basis, and it is known that these new scales have been adopted by certain local education authorities. In such circumstances it is difficult to understand where the policy of secrecy ends and that of open diplomacy begins. Considerable misunderstanding might be avoided if public reports of the work of the committee could be given periodically. At the present time there is a rising volume of dissatisfaction with the position. It is well known that the Burnham minimum proposals were accepted in consideration of the difficult financial position of rural teachers. Since then the economic position has gone from bad to worse; house rents, coal, and bread have all advanced at an alarming rate, and teachers are suffering great privation in nearly every part of the country. Though it is being silently borne, it is none the less real. There are indications that, with the reassembling of the schools after the vacation, there will be a vigorous agitation on the part of teachers for adequate rates of remuneration throughout the country.

The Resumption of School Medical Inspection.

WHILE it was possible in some areas to continue a full service of school medical inspection during the war, a full resumption of the

(Continued on page 616.)

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work has been delayed in many districts until the present year. Doctors are coming back to the schools with a depth of knowledge, both with relation to the diagnosis and treatment of disease, which has been accumulated as a bitter experience of war conditions; with the result that the children are receiving what is practically specialist treatment. This is the more fortunate inasmuch as there is a growing conviction among teachers that children are found to be delicate in greater numbers than was formerly the case, probably owing to the fact that infant welfare movements have enabled weakly children to survive the critical stages of early infancy who, under former conditions, would have died. The poor feeding of children in districts below the poverty line, which has marked the incidence of rising prices since the advent of the war, has also tended to handicap the new generations of children who are now being taught in the infant schools. The vigour with which the doctors are attacking the problem, and their whole-hearted co-operation with the teachers, promise in the immediate future to be attended by remarkable results. There is a growing conviction among teachers that defects in the education of children are largely due to abnormal conditions of physical health; and that, quite apart from the keen joy in life which sound physical health brings to children, a considerable uplift in the general standard of primary education may be anticipated as the medical schemes develop more fully.

* * * * *

National Union of Teachers.

A FURTHER rebuff has been given to the movement of the Ministry of Labour to employ teachers, without recompense, upon the work of filling up its forms on account of children leaving the schools. The attempt of the Ministry to constitute itself an authorized body to direct the services of teachers has naturally aroused the active opposition of education authorities and teachers alike; although for some unexplained reason the Board of Education has stood passively by while the attempt to exploit the nation's teachers was being made. The Executive of the N.U.T. has passed a resolution calling upon the Government to constitute the Board of Education and the local education authority as the statutory bodies to supervise the general education, health, employment, and after-care of young persons between the ages of two and eighteen years.

PRIZE COMPETITIONS.

THE prize for the August competition is awarded to "King Coel"; *proxime accessit*, "Agricola."

The name of the prize winner for July has not yet been received.

Lines by Richard Dehmel.

By "KING COEL."

THE QUIET TOWN.

The town in a valley lieth,
Closeth a dull, wan day;
Nor moon nor any star
Hung in the heavens afar;
The dark will stay.
From every hill-top creeping,
Cloud follows after cloud,
Veiling the town-house, barn, and spire,
And bridge, all smoke- and mist-enwrapped,
Still, as if sleeping.
But in his deep dismay,
The traveller sees some glimmering rays,
And thro' the gloom profound
There steals a gentle sound—
The children's hymn of praise.

By "AGRICOLA."

THE SILENT TOWN.

A sleeping town in a valley;
A wintry day that dies;
Ere long nor moon nor star will show,
Only the shadows brooding low
Beneath the darkening skies.

(Continued on page 618.)

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- Hunts.—Flourishing Girls' School.**—Vendor retiring; in her hands 14 years. There are 8 Boarders, 45 Day Pupils. Receipts for this year £614. Very good premises, containing good reception and school rooms, 12 bedrooms, &c. Good garden with tennis lawn. House lets well in summer holidays. Goodwill, one term's fees. School and some House furniture at valuation.
- South Coast.—Middle Class Girls' Boarding and Day School.**—Situate in a favourite seaside resort. There are 32 Boarders, 2 Day Boarders, and 30 Day Pupils. The receipts for the Summer Term are over £900. Large House facing the sea with Private Chapel, &c. Rent only 100 guineas per annum. Lets well in the holidays. Goodwill by Capitation Fee, and House and School furniture at valuation.
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OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1921, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CRANBROOK SCHOOL, KENT.—Head Master, Rev. C. F. PIERCE, M.A. — EXAMINATIONS for ENTRANCE SCHOLARSHIPS and EXHIBITIONS are held in March, June, and November. For particulars apply to the HEAD MASTER, The School House, Cranbrook, Kent.

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CLASSICAL and MATHEMATICAL SCHOLARSHIPS, value £50 a year. Examination in June. Particulars from—
The Head Master,
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Near BATH.

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HIGHGATE SCHOOL.

The Scholarship Examination will be held on November 18 and 19, when 5 FOUNDATION, 3 GLADSTONE (Boarders only), and 4 BOARDING SCHOLARSHIPS tenable with the former will be awarded. The Scholarships are of value £60-£20 p.a. Application to the HEAD MASTER by November 12. "Not classics in chief nor Science alone, but the adaptation of a boy's work to his powers and needs, as these become manifest."

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See Advertisements on pages 589, 592, 594, 596, 613, 614, 637, 638, &c.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to ACTING SECRETARY, 66 Southampton Row, W.C.1.

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KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

NEWMHAM COLLEGE.—TWO SCHOLARSHIPS, one for Classics and one for Modern Languages, are offered in March, each of £50 a year for three years. Other Scholarships are offered on the results of the Cambridge Higher Local Examinations in June. Particulars can be obtained from the PRINCIPAL.

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Principal: Miss E. C. HIGGINS, B.A. **NINE ENTRANCE SCHOLARSHIPS,** from £50 to £60 a year, and several Bursaries of not more than £35, tenable for three years, will be offered for competition in APRIL, 1921. For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey. The MICHAELMAS TERM commences on THURSDAY, SEPTEMBER 30th. The College prepares Women Students for the London Degrees in Science and Arts.

SEDBERGH SCHOOL.

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS will be held during May, 1920, in London and Sedburgh simultaneously. Candidates must be under 14 years of age on January 1st, 1920. For further information apply to—THE BURSAR, Sedburgh School, Yorkshire.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations. Further details from—
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ST. JOHN'S SCHOOL, LEATHERHEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 40 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz., Clergy 80 guineas, Laymen 80 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £40, £30, and £20 per annum. Scholarship examination for 1920 and 1921 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

WELLINGTON COLLEGE.

Seven OPEN SCHOLARSHIPS, annual value £50 each (which may be increased to £80 in cases of need), and one ROBERT HENRY WENTWORTH HUGHES SCHOLARSHIP, of the value of £45, will be offered for competition in November next. Two of the open scholarships will, under certain conditions, be restricted to boys whose fathers have given their lives for their country. Candidates must not be 14 on December 31st, 1920. The examination will be held at Wellington College on November 9th and two following days. For full particulars apply to THE BURSAR, Wellington College, Berks.

WEYMOUTH COLLEGE.

SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS, of the value of £40 downwards, and open to boys between twelve and fourteen, are offered annually for Competition.

Next Examination will be in June, 1921. For Prospectus and other information apply to the HEAD MASTER.

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ANNUAL SCHOLARSHIP EXAMINATION. November, 1920.

KING'S SCHOLARSHIPS of the value of £18. 18s. per annum, HOUSE SCHOLARSHIPS of £15, and GOVERNORS' EXHIBITIONS (tenable with King's Scholarships) will be awarded in the Public Schools Common Entrance Examination in November. Scholarships may be awarded for excellence in either Classics, Mathematics, or Modern Languages. Candidates must be under 15. Applications for entry forms must be made before November 1st to the Head Master, Rev. C. CREIGHTON, King's School, Worcester.

Posts Wanted—continued.

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Mists roll down from the ridges
And rest upon the town ;
No roof, no court, no house is seen,
No sound may pierce the smoky screen,
Hardly the towers and bridges.
Yet while the Wanderer shuddered
A sudden light gleamed far below,
And through the murk of smoke and haze
A child's voice sang a hymn of praise
Sweet and low.

We classify the 35 versions received as follows :—

Class I.—(a) King Coel, Agricola, Hibernia, Goosegrass, Q.C., Roggenfeld, Rosemary, Katty Ann.

(b) Old Times, Borderer, Homunculus, Para, Noémi, Pegnitz, Sussex, Chingleput, Danel, B.M.H.

Class II.—Iva, Harte Nuss, E.A.N., Schattenlos, S.U., Fifi, D.W.D., Ixia, E.L.A., Brawney, C.H.E., Cassandra, Tom.

Class III.—Wiesel, Zephyr, Saton, E.M.H.

A Prize of Two Guineas is offered for the best translation of the following extract from Th. Gautier's "Voyage en Russie" :—

Moscou.

On dit que Moscou renferme plus de trois cents églises et couvents ; nous ne savons si ce chiffre est exact ou purement hyperbolique, mais il paraît très vraisemblable quand on regarde la ville du haut du Kremlin, qui lui-même renferme un grand nombre de cathédrales, de chapelles et d'édifices religieux. On ne saurait rêver rien de plus beau, de plus riche, de plus splendide, de plus féérique, que ces coupoules surmontées de croix grecques, que ces clochetons en forme de bulbe, que ces flèches à six ou huit pans côtelées de nervures, évidées à jour, s'arrondissant, s'évasant, s'aiguissant, sur le tumulte immobile des toitures neigeuses. Les coupoules dorées prennent des reflets d'une transparence merveilleuse, et la lumière au point saillant s'y concentre en une étoile qui brille comme une lampe. Les dômes d'argent ou d'étain semblent coiffer des églises de la

lune ; plus loin ce sont des casques d'azur constellés d'or, des calottes faites en plaques de cuivre battu, imbriquées comme des écailles de dragon, ou bien encore des oignons renversés peints en vert et glacés de quelque pailloon de neige : puis à mesure que les pans se reculent, les détails disparaissent même à la lorgnette, et l'on ne distingue plus qu'un étincelant fouillis de dômes, de flèches, de tours, de campaniles de toutes les formes imaginables dessinant d'un trait d'ombre leur silhouette sur la teinte bleuâtre du lointain et en détachant leur saillie par une paillette d'or, d'argent, de cuivre, de saphir ou d'émeraude. Pour achever le tableau, figurez-vous, sur les tons froids et bleutés de la neige, quelques traînées de lumière faiblement pourprées, pâles roses du couchant polaire semées sur le tapis d'hermine de l'hiver russe.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on September 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

THE STUDY OF ENGLISH.—Mr. E. B. Osborn is one of our liveliest critics, and many buy the *Morning Post* on Fridays simply to read his column. Lately he has been tilting at what he calls the Beowulfian type of professor of English, and takes the London B.A. Honour papers in English as examples of what such papers should not be. But, in doing so, he uses the strange word "hodsmen of learning." Surely so acute a writer should read his proofs more carefully.

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Educational and School Transfer Agents,

Telephone:
GERRARD 7021.

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12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, W.C.2.

TO ASSISTANT MISTRESSES.

AUTUMN TERM VACANCIES.

GENERAL.

Two Mistresses wanted for County School.

(1) Physics, with either Chemistry or Mathematics. (2) Chemistry and Geography, or History and Geography. Salary scales to Graduate £170-£10-£350. (Wales.)—No. 321.

Assistant Mistress for English and History in Upper Forms. Graduate and R.C. desired. Salary £90. (Essex.)—No. 320.

Assistant Mistress, with French as special subject, usual English and Arithmetic as subsidiary. Salary according to qualifications and experience. (Hants.)—No. 318.

Assistant Mistress for Boys' School. English subjects and good French. Salary £80 resident. (Essex.)—No. 317.

Assistant Mistress, with Degree for English and Mathematics to Senior Cambridge standard. Salary £100 resident. (Somerset.)—No. 313.

Assistant Mistress for Latin, Mathematics, and English, or Science and English. Graduate if possible. Salary according to qualifications. (Cheshire.)—No. 308.

Assistant Mistress for General Form work. Qualifications for Geography desirable, not essential. Salary £200-£15-£360. (Wales.)—No. 306.

Senior English Mistress for School in Yorkshire. Salary £90 resident. No. 300.

Assistant Mistress, who should have an Honours Degree in Latin, or as an alternative a Degree in Physics. Dual School. The post is non-resident. (Wales.)—No. 297.

Two Mistresses wanted. Graduates, to teach between them elementary Science, Mathematics, and French, some English and Geography. Initial salaries £200 each. (Lancashire.)—No. 296.

Assistant Mistress for English, good Geography, and Arithmetic. £100 resident. (Near London.)—No. 294.

Assistant Mistress, Graduate, M.A. or B.A. (Hons.). Good Latin, with advanced English and History, or French. Salary £200-£250. R.C. essential. (Cheshire.)—No. 293.

Assistant Mistress for Preparatory English, Drill, and Games. Salary £80 resident. (Yorks.)—No. 291.

Two Junior Form Mistresses wanted for Public High School. Initial salary £150 to £180 non-resident. (Yorks.)—No. 288.

Assistant Mistress for Geography and Latin. Salary £100 resident. (Durham.)—No. 287.

Lady Secretary wanted for large and important School, West of England. Salary £120 resident. No. 281.

Experienced Mistress for good Modern History and Geography, possibly English Grammar. Salary £150 resident. No. 277.

Assistant Mistress to take Latin through the School with junior English or Mathematics. Salary £110 resident. (Ireland.)—No. 276.

Senior Assistant Mistress for Mathematics and Latin. Salary £100 resident. No. 275.

Assistant Mistress for English and French. Must be fully qualified, preferably Hons. in French and English. Salary £120 resident. (Midlands.)—No. 269.

A large number of other resident and non-resident vacancies, in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses. 250 posts for Junior Mistresses asking salaries of from £30 to £50 resident.

50 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

Particulars of Suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Mistresses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 618 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers. to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Westrand, London."

MUSIC.

Resident Violin Mistress for Violin only or Violin and Singing. Salary £100 resident (Midlands.)—No. 314.

Music Mistress, L.R.A.M. Piano. Salary £80 resident. (Devon.)—No. 302.

Music Mistress, L.R.A.M. or equivalent. Salary £70 resident. (N. of Eng.)—No. 298.

Senior Music Mistress, L.R.A.M. or A.R.C.M. for School in the Channel Islands. Salary £100 resident. No. 278.

Music Mistress for first-rate Violin and Piano. Salary £125 to £150. No. 270.

Music Mistress, L.R.A.M. Piano, Theory, Harmony, and Singing. Experienced in preparing for exams. Salary £80 resident. (London.)—No. 257.

Music Mistress, L.R.A.M. or equivalent. Piano chief subject. Salary £80. (Berks.)—No. 170.

Two Music Mistresses wanted for first-class School on South Coast. Salary from £100 resident. No. 158.

KINDERGARTEN.

Kindergarten Mistress with N.F.U. Certificate. Salary £80 resident. No. 274.

Two Kindergarten Mistresses with Higher N.F.U. Salary £100 each, resident. (London.)—No. 251.

Kindergarten Mistress wanted for good School on South Coast. Salary £70 resident. No. 196.

Kindergarten Mistress wanted with N.F.U. Certificate. Salary £90 resident. (Berks.)—No. 173.

Kindergarten Mistress for School near London. Froebel trained essential. Salary £80. No. 042.

Kindergarten Mistress for School near London. Salary £70 resident, £120 non-resident. No. 038.

PHYSICAL.

Gymnastic Mistress wanted, with Games and Drill. Salary £70 resident. (Surrey.)—No. 054.

Gymnastic Mistress with Games and Drill. Salary according to qualifications. (London.)—No. 055.

Good Physical Mistress who can take Dancing and organize Girl Guides. Salary £100 resident, or more. (Yorks.)—No. 043.

Games Mistress wanted, to teach, in addition to Sports, Dancing and Swedish Drill. Salary £100 resident. (Sussex.)—No. 030.

Gymnastic and Games Mistress. Salary £100 resident. (Midlands.)—No. 315.

Several Matrons and Matron Housekeepers required. Good salaries.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 617.

POST required as **HOUSE MISTRESS** (or Assistant House Mistress temporarily), with view to Partnership or Transfer, in Southern England. Address—No. 11,067.*

SENIOR FRENCH MISTRESS wishes post next term. Four years and three months' experience in boys' and girls' schools. Prepares for Senior Oxford and London Matriculation Examinations. Highest references.—Mlle. BALEAEN, P.O., Dulverton, Somerset.

POST wanted as **WARDEN** of Women's Hostel. Organizer. Experienced. State salary. Address—No. 11,070.*

FOR September, Two **LADIES**, one B.A. and one Cambridge Higher Local, both registered, able to take all ordinary subjects between them, seek non-resident posts together near London. Address—No. 11,071.*

LADY TEACHER, much experience, requires non-resident post, Family or Boys' Preparatory School. Would furnish and, with the assistance of her mother, supervise house of residence for staff or pupils of good School, where morning tuition needed in Languages, Music, or Arithmetic. Or would like to hear from parents of neighbourhood where very good Day School is wanted. Address—No. 11,073.*

TWO MISTRESSES desire posts together in Girls' School (January), resident or non-resident. (1) Science, B.Sc., experienced. Chief subject, Botany; subsidiary subjects, Chemistry and Physics. (2) Senior English, experienced. Registered. Cambridge Higher Local Honours. Special subjects: English Language and Literature. Scripture. Would take responsible position. Address—No. 11,074.*

VICE-PRINCIPALSHIP or other responsible position in Girls' School required in January by experienced Registered Teacher (specialist in English and Scripture). Address—No. 11,075.*

SCHOOL SECRETARY (Lady), with Teaching and Secretarial experience, desires non-resident post, whole or part time. Free end of September. Address—No. 11,079.*

LADY, A.C.P., part Higher Local, &c., desires post as **LOWER FORMS MISTRESS**. London or near preferred. Recently given up own school of eight years' standing.—246 Ongar Road, Brentwood, Essex.

AS MUSIC AND LANGUAGE MISTRESS. Native of Lausanne. Certificated Teacher. French, German, Italian, Latin, Excellent Music, Elocution, Games.—94 F., Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Others.

AS FRENCH AND MATHEMATICAL MISTRESS, Diplômée. English. London University; also Inter. Arts. Experienced English High Schools. Excellent disciplinarian. Successful coach. Good organizer.—"57 F., Hooper's, Ltd., 13 Regent Street, London, S.W.1. Others.

ART MISTRESS, experienced, requires post. Art Master's and Art Class Teacher's Certificates. Preparation for all Drawing Examinations of Oxford and Cambridge Locals, Ablett's, &c. Needlework, Woodcarving, Design, Painting, Embroidery, &c.—L. KNIGHT, Stapely, Nantwich, Cheshire.

YOUNG FRENCH LADY (25) seeks post in English School. Experience in French and English Schools. Good references.—Mme COLLIN, à Challes (Sarthe), France.

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Posts Vacant.

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TYPEWRITING.

TESTIMONIALS, 6d. per dozen. MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

Posts Vacant—continued.

TRANSVAAL SECONDARY SCHOOLS AND TRAINING COLLEGES. TEACHERS, both men and women, are required for the Secondary Schools of Transvaal Province, South Africa, in which English is the medium of instruction, and for the Normal or Training Colleges.

The ordinary Secondary School prepares pupils for the Matriculation Examination of the three Universities of South Africa. Teachers able to take any of the usual Matriculation subjects may be appointed. There are also vacancies for teachers of Vocational subjects connected with commerce, trades, or crafts, and Domestic Science.

Teachers are also required for general or special work in Training Colleges.

Suitable candidates will be interviewed. Free passages will be provided for those elected.

It is desirable that candidates appointed should be able to sail in time to take up duty at the beginning of the first term (towards the end of January) of 1921.

Applications may be sent at any time up to the 30th November, 1920, to the SECRETARY, Office of the High Commissioner for the Union of South Africa, 32 Victoria Street, London, S.W.1, from whom forms of application and further particulars may be obtained.

All applications will be dealt with as soon as possible after they are received.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the **CONTINENTAL Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.**

SUNDERLAND TRAINING COLLEGE.—A LECTURER (man or woman) is required, to be responsible for Mathematics and Science. Salary for man, £300—£450; for woman, £240—£370, with recognition of approved service up to 8 years. Must be Graduates, preferably in Honours. Apply at once to the PRINCIPAL.

BETHESDA COUNTY SCHOOL,

N. WALES. Wanted in September:—(1) MASTER or MISTRESS to teach Chemistry or Physics.

(2) MASTER or MISTRESS to teach Lower Forms Mathematics.

Salary: Master, £180 to £450; Mistress, £170 to £350, according to qualifications and experience.

Apply to D. J. WILLIAMS, M.A., Head Master.

LEARN DUTTON'S 24-Hour SHORTHAND.

Booklet free. — Dutton's College,
Desk T 97, SKEGNESS.

WARWICKSHIRE EDUCATION COMMITTEE.

Applications are invited for the post of WOMAN ASSISTANT DIRECTOR OF HIGHER EDUCATION. Salary £450 a year, rising by two annual increments of £50 to £550. Candidates should be graduates with Secondary School experience, and some knowledge of educational administration is desirable.

Forms of application (to be returned by September 30), with further particulars, may be obtained from the DIRECTOR OF EDUCATION, Education Office, Warwick.

HANTS COUNTY COUNCIL EDUCATION COMMITTEE.

Required, in September, for Technical Classes, Graduate SCIENCE MASTER, with practical knowledge of Engineering. Salary according to qualifications and experience (£300 to £350). Application form sent on receipt of stamped addressed envelope, to be returned by the 4th September, to D. T. COWAN, Director of Education, The Castle, Winchester.

ASSISTANT TECHNICAL

EDITOR wanted by Publisher. Sound mathematical training essential. Experience in Engineering or Industries desirable. State salary required and age. Address—No. 11,080.*

Posts Vacant—continued.

HAMPSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.

Wanted, shortly, for Brockenhurst Secondary School and Pupil-Teacher Centre, ASSISTANT MASTER for Mathematics and General Form Subjects: should be able to take active part in Games. Salary to graduate £200, to non-graduate £180, plus allowance for experience up to six years.

Also ASSISTANT MISTRESS for General Form Work; able to take Class Singing. Botany and Games desirable. Salary £180 to graduate, £160 to non-graduate, plus allowance for experience.

Also TEMPORARY ASSISTANT MISTRESS, with general Form subjects and, if possible, Mathematics.

Application forms sent on receipt of stamped addressed foolscap envelope, to be returned at once to D. T. COWAN,

The Castle, Winchester. Director of Education.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten free of charge for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post. Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London W.C.1.

MISS SELBY'S EDUCATIONAL

BUREAU, 1 VICARAGE ROAD, EASTHOORNE. —Required: LECTURER IN EDUCATION, important College (January); ASSISTANTS, Students, good Schools. Disengaged: Lady Matron, Assistants, French Mistresses, and Students. Finishing Course recommended.

MISTRESS-SHIPS.

COUNTY COUNCIL OF DURHAM. EDUCATION DEPARTMENT.

DURHAM GIRLS' COUNTY SCHOOL (310).

Required, in January, BOTANY MISTRESS. Chemistry and Physics subsidiary. Degree essential; interest in Gardening a recommendation.

Applications should be received by 4th October. Canvassing directly or indirectly is prohibited, and will disqualify.

Salary scale: Mistresses, £180—£15—£350. Minimum may be increased according to experience and qualifications.

For forms of application and scale of salaries apply, enclosing stamped addressed foolscap envelope, to the DIRECTOR OF EDUCATION, Shire Hall, Durham.

LEYTON HIGHER EDUCATION COMMITTEE.

GIRLS' COUNTY HIGH SCHOOL, LEYTON-STONE.

Head Mistress: Miss E. L. PERRY.

Wanted, a SCIENCE MISTRESS for Chemistry. Degree essential. Commencing salary £165 to £210 per annum, according to experience, rising by increments of £10 to a maximum of £275.

Forms of application may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

R. J. GELDART,
Clerk to the Governors.

Town Hall, Leyton, E.10.
20th August, 1920.

WANTED, in September, qualified MUSIC MISTRESS, Piano and Class Singing, resident. R.C. Half an hour from London. Address—No. 11,069.*

LADY wanted, to teach Mathematics up to Matriculation, from 11 to 11.30 daily. Apply — HEAD MISTRESS, Convent of the Sacred Heart, Upper Drive, Hove, Brighton.

EDGEHILL GIRLS' COLLEGE,

BIDEFORD, N. DEVON. — Required, at once, a fully qualified ART MISTRESS, able to take, if possible, plain Needlework also. Apply, with all particulars, to the HEAD MISTRESS.

REQUIRED, in September, in

good-class Private School, ASSISTANT MISTRESS (non-resident) for Forms III and IV. Subjects: Geography, Mathematics, Latin, Botany, to Senior Cambridge standard. Salary from £150, according to qualifications.—Miss S., Highlands, Claygate, Surrey.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years. The following are some of the Vacancies for Assistant Mistresses for September Term, 1920, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

GENERAL FORM MISTRESS required in large Boys' Secondary School in the Midlands, to teach General Form Subjects and some elementary Science. Salary from £170 to £300 non-res.—No. 17,473.

HISTORY MISTRESS, in large Girls' Public Secondary School within easy reach of London, to teach also some Geography. Graduate essential. Salary from £180 to £300 non-res.—No. 17,300.

ASSISTANT MISTRESS, in important Girls' Boarding School in North of England, to teach History and Geography. Previous experience essential. Salary £110 res.—No. 17,263.

ASSISTANT MISTRESS, in important Girls' Grammar School in North of England, to teach History and Geography. Previous experience essential. Salary £110 res.—No. 17,263.

ASSISTANT MISTRESS, in important Girls' Grammar School within easy reach of London, to teach English up to Higher Local standard. Graduate essential. Salary from £200 non-res., according to qualifications.—No. 17,256.

ASSISTANT MISTRESS for Head of Junior School of important Girls' College in Canada. Graduate preferred. Good salary res.—No. 17,319.

ASSISTANT MISTRESS, to teach good Arithmetic, Elementary Mathematics, and Latin, in important Girls' Public Secondary School in North of England. Graduate essential. Salary up to £350 non-res.—No. 17,168.

GENERAL FORM MISTRESS, in Dual School in Cheshire. Graduate preferred. Salary from £170 non-res.—No. 17,467.

MIDDLE SCHOOL MISTRESS, in important Boarding School in Yorks (Girls), to teach General Form Subjects, with some Latin. Post res. and good salary.—No. 17,311.

HISTORY MISTRESS, in important Secondary School in North of England. Graduate essential. Salary up to £350 non-res., according to qualifications.—No. 16,916.

ASSISTANT MISTRESS, in important Girls' Boarding School in North of England, to teach History as chief subject. Graduate preferred. Salary up to £120, together with board and res.—No. 17,055.

Mathematical and Science Mistresses.

ASSISTANT MISTRESS, to teach Advanced Physics, required in important Boys' Secondary School in Yorks. Graduate essential. Post non-res., and salary according to qualifications and experience.—No. 17,484.

ASSISTANT MISTRESS, to teach Mathematics up to Higher Local standard, in important Girls' Boarding School within easy reach of London. Post res., and good salary, according to qualifications and experience.—No. 17,278.

MATHEMATICAL MISTRESS, in small high-class Girls' Boarding School in North Wales. Candidates should state any subsidiary subject that they are able to offer. Salary up to £130, together with board and res.—No. 16,634.

MATHEMATICAL MISTRESS, in important Girls' School in Scotland. Honours Degree essential. Salary up to £200, together with board and res.—No. 17,229.

ASSISTANT MISTRESS, in important Girls' Secondary School in Kent, to teach Botany, together with subsidiary subject. Salary up to £360 non-res.—No. 17,442.

MATHEMATICAL MISTRESS in important Girls' School on the South Coast. Graduate essential. Salary up to £250 non-res.—No. 17,053.

SCIENCE MISTRESS for Horticultural College near London, to teach Chemistry and Physics. Salary up to £150 res.—No. 17,172.

MATHEMATICAL MISTRESS, in Boys' Secondary School in North Wales. Salary up to £350 non-res.—No. 17,007.

SCIENCE MISTRESS, in important Girls' School in North Wales, to teach Botany, Physics, and Chemistry. Graduate essential. Salary up to £350 non-res.—No. 16,923.

SENIOR MISTRESS, in Recognized Girls' Boarding School on South Coast, to teach Mathematics and Geography. Salary up to £120 res.—No. 16,959.

MATHEMATICAL OR SCIENCE MISTRESS, in important Boys' Grammar School in Gloucestershire. Salary up to £350 non-res.—No. 17,048.

Modern Languages Mistresses.

ASSISTANT MISTRESS required to teach French and English in important Boys' School in North-west of England. Salary £200 non-res.—No. 17,492.

MODERN LANGUAGE MISTRESS, in Girls' Secondary School near Liverpool. Initial salary £200 non-res.—No. 17,480.

ASSISTANT MISTRESS, to teach good German in important Boys' Secondary School near Warwick. Salary up to £350 non-res.—No. 17,455.

TEMPORARY MISTRESS, in important Girls' High School in North of England, to teach German, together with some French and English. Salary at the rate of £270, non-res., rising by annual increments of £10.—No. 17,133.

ASSISTANT MISTRESS, to teach good French. Graduate essential. She should also be able to offer some subsidiary subject. Candidate required in County High School in South of England. Salary from £200 non-res.—No. 17,134.

SENIOR FRENCH MISTRESS, in Secondary School in South of England. Honours Degree essential. Salary up to £400 non-res.—No. 16,174.

General Junior and Preparatory Mistresses.

TEMPORARY KINDERGARTEN MISTRESS required for a School near London. Salary at the rate of £160 non-res.—No. 17,478.

ASSISTANT MISTRESS, to teach good General Preparatory subjects, in High-class Boys' Preparatory School on the South Coast. Previous experience essential. Salary £120, together with board and res.—No. 17,260.

ASSISTANT MISTRESS, to teach General Form Subjects in Third Form in Boys' Preparatory School in North-west of England. Post res. and good salary offered.—No. 17,358.

ASSISTANT MISTRESS, to teach good General Preparatory School subjects in High-class Boys' Preparatory School in South of England. Previous experience essential. Salary up to £120, together with board and res.—No. 17,185.

GENERAL FORM MISTRESS, in Boys' Preparatory School in Home Counties. Previous experience preferred. Salary £100 res. No. 17,393.

JUNIOR FORM MISTRESS, in important Girls' Boarding School, within easy reach of London. Previous experience essential. Post res. and good salary.—No. 17,279.

JUNIOR MISTRESS in Form III, in Girls' College in Home Counties. Candidate appointed must be a trained teacher. Salary from £80 to £90, together with board and res.—No. 17,217.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS, required in high-class Girls' School, in North of England. Salary up to £90 res.—No. 17,475.

PHYSICAL CULTURE MISTRESS, in high-class Girls' Boarding School on South Coast. Candidate appointed must be able to include Dancing. Salary £100, together with board and res.—No. 17,106.

PHYSICAL CULTURE MISTRESS, in high-class Girls' Boarding School, within easy reach of London. Candidate should be able to offer some subsidiary work, such as Secretarial. Salary about £70, together with board and res.—No. 17,069.

PHYSICAL CULTURE MISTRESS, in School in North of England, to teach Games and Dancing, together with some Junior Form work. Salary about £100, together with board and res.—No. 17,235.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 620.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

BOURNVILLE DAY CONTINUATION SCHOOL FOR GIRLS.

Owing to the preferment of two Assistant Mistresses, vacancies will shortly exist for two Assistants as follows:—

(1) DOMESTIC SCIENCE MISTRESS. Able to take Combined Domestic Subjects, with special qualifications in Mothercraft (experience in Crèche, if possible), Human Physiology, Home Nursing, and First Aid.

(2) ASSISTANT MISTRESS, to specialize in English, with degree or equivalent, and secondary school experience if possible. Subsidiary subject Arithmetic or Geography.

Salary in accordance with the Scale for Teachers in Secondary Schools. Form of application (which should be returned immediately) and scales of salaries may be obtained from the undersigned.

Education Office, P. D. INNES,
Council House, Birmingham, Chief Education Officer.
August 24, 1920.

REQUIRED, in September, thoroughly qualified resident MISTRESS, with Higher Froebel Certificate, to teach good Arithmetic, and also Nature, in the Junior School (ages 6 to 12 years). Apply—PRINCIPAL, Queen's Gate School, 133 Queen's Gate, South Kensington, S.W.7.

WANTED, September, MISTRESS (resident) for Mathematics, Geography, Games; and also HEAD MISTRESS for Preparatory Forms (50). No boarders; little supervision. Write, stating experience and salary required, to—C., 197 Willesden Lane, N.W.6.

MISTRESS required for Preparatory School in Cornwall. Assistance with Music, with a small Dancing Class, and with Gardening would be appreciated.—HEAD MISTRESS, Nethercourt, 10 Hope Park, Bromley, Kent.

WANTED, in September, for School in London, Resident or Non-resident UNIVERSITY GRADUATE. Address—No. 11, 077.*

WYGGESTON GRAMMAR SCHOOL FOR GIRLS, LEICESTER.—Wanted, September 15th, FORM MISTRESS for Middle School. Elementary Latin, Geometry, and Algebra required. Games desirable. State other subjects offered. Good salary. Apply—HEAD MISTRESS.

MISTRESS, for September, in large Girls' School on South Coast. Mathematics and some English. Good qualifications essential. Photo, full particulars, resident or non-resident, salary required, by letter only, to E. F., c/o J. W. VICKERS & Co., Ltd., 5 Nicholas Lane, E.C.4.

ST. AGNES' SCHOOL, EAST GRINSTEAD.—Required, in September, MISTRESS (resident), to teach Latin up to Cambridge Higher Local standard. Some English and Botany desirable. Churchwoman. Apply—Rev. MOTHER SUPERIOR.

VISITING GYMNASIAC SWEDISH DRILL MISTRESS (Assistant), September; two or two and a-half days weekly. Tuesdays, Fridays essential. Salary £20 to £30. Apply—Miss C. DAVY, Strathfield House, King's Road, Reading.

INTERMEDIATE SCHOOL FOR GIRLS, HENGOED, VIA CARDIFF.—Wanted, to begin duties September 15th, or as soon after as possible, GEOGRAPHY SPECIALIST. Salary according to Glamorgan scale: £200—£15—£360. Apply—HEAD MISTRESS.

CHANNING HOUSE SCHOOL, HIGHGATE, N.6.—Wanted, in September:—(1) A Resident MISTRESS, Graduate, to teach English and some Latin. (2) A Resident MISTRESS to teach Gymnastics and Dancing. Unitarians preferred. Salaries according to qualifications. Apply—Miss E. WILLIAMS.

AS ART MISTRESS, Certificated S.K. and Ablett's. Painting (oils, water). Three years' reference. Coached successfully for Exams.—W. A., Hooper's, Ltd., 13 Regent Street, London, S.W.1.

Posts Vacant—continued.

THOROUGHLY well qualified Lady required as SENIOR MISTRESS, with view to becoming Vice-Principal later. First-class Girls' School South Coast. Similar post Norfolk.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

SUFFOLK.—Boys' Preparatory School. MISTRESS required for Junior English and Music. £70 to £100.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

LONDON.—Certificated KINDERGARTEN MISTRESS required. Salary from £70.—Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1, have several vacancies for DRILL AND GAMES MISTRESSES. No booking fees.

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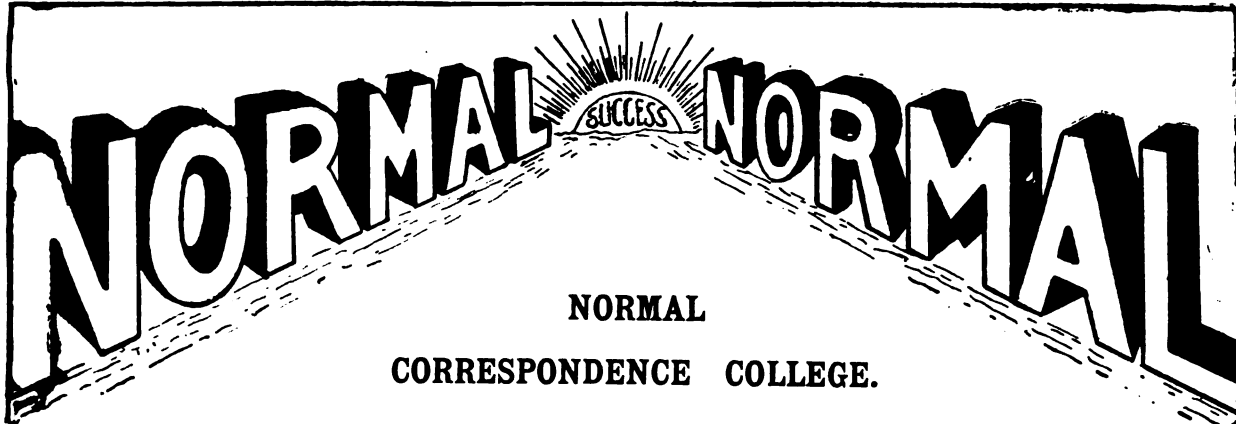
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Of the many popular books upon psychoanalysis that have of late been issued in such numbers, this is indisputably the best. Its style is clear; its matter sound. It shows an acquaintance with earlier work in psychology, not indeed so complete as might be desired, yet fuller and wider than that displayed even by many of the leading exponents of psychoanalysis themselves.

The author's general aim is admirable. Psychoanalytic studies have been concerned, in the first instance, with abnormal minds; they have, however, as their originators have seen, profound bearings upon normal life. These Mr. Tansley has endeavoured to systematise; and his own contribution consists in a combination of the discoveries of the pathologist with the standpoint of the biologist. The drift of the few criticisms we have to offer will be simply that he has not pushed home his own biological interpretation so firmly and so far as he might.

The doctrines of psychoanalysis are, for the most part, set forth by Mr. Tansley from the standpoint of Freud rather than of Jung, but his exposition shows no violent bias towards any one school. The discussion is divided into three broad heads: the structure of the mind, the energy of the mind, and the contents of the mind.

The structure of the mind is rightly approached from a biological standpoint. Within that structure as developed in man, the most important features, we are told, are the instincts. These are conceived as having a physiological basis, patterned on that of the simple reflex, but marked by the three main aspects of all conscious process—knowing, feeling, and striving. The definition and description given are thus those familiarised in this country by Dr. McDougall. In dealing, however, with the unconscious structure of the mind, the writer leaves this physiological basis, and plunges into the usual obscurities of a mental substructure which is neither conscious nor physical, a kind of "subliminal self." In describing the acquired layer of mental structure, superimposed upon this instinctive stratum, the "complexes" so-called, he gives us a series of diagrams which would apply quite as well to a physiological mechanism as to a hypothetical basis which is supposed to be purely mental.

The concept of psychic energy, he tells us, has been developed chiefly by Dr. Jung, under the term *libido*—here translated "interest." Dr. McDougall, however, had previously given a very clear account of psychic energy, conceived rather as neural energy, an account which thus harmonises with the physiological conception of mental structure that Mr. Tansley has in part accepted from him.

Conflict, repression, and the more important outcomes of repression—dreams, forgetfulness, and the like—are described clearly and concisely under the heading "Byways of the *Libido*." And there are two important chapters on reason and rationalisation in everyday life.

Until recently, psychology, we are told, was limited to the contents of the mind, to the thoughts and feelings of which we are fully conscious. This statement, which is so repeatedly made by psychoanalysts, fails to do justice to the striking advances made, before Freud's work had reached this country, by living English psychologists—by Dr. Ward, Dr. Stout, Dr. McDougall, and Mr. Shand. When we come to the chapters on the contents of the mind, we naturally expect some account of conscious contents, in the traditional sense of the phrase. We find, however, only a more detailed description, sound and lucid enough in itself, of the primitive instincts and the commoner complexes.

In a topic where so much narrowness of view has been shown, however, to blame so broad a treatment because it is not broader still, savours, perhaps, of hypercriticism. General readers, and teachers more particularly, who desire a sane

and systematic account of psychoanalysis could hardly hope, in the present state of knowledge, for a better introduction.

A History of English Philosophy. By W. R. SORLEY. (20s. net. Cambridge University Press.)

There was need for just such a book as this. Prof. Sorley has not only perceived the need, but has met it in a remarkably efficient way. He has produced a self-contained history that presents a unified and well proportioned view of the nature and aims of English thinking. He recognizes that such a history may be written either from the philosophical point of view of the historian or from that of the writers to be dealt with, and definitely decides in favour of approaching his subject from the point of view of the philosophers themselves.

The next important point to be determined is the balance between the biographical elements and the purely philosophical. Nowhere is it more easy to blunder, so it is something of a triumph to have achieved the happy mean here placed before us. The reader is put on friendly terms with the philosophers as men, and is led imperceptibly into the philosophies they represent.

A third source of danger is the allocation of the various writers to their proper place in the hierarchy—a quarrelsome business this, for we have all our special preferences. For example, when an admirer of Hume reads that "John Locke may be regarded as, on the whole, the most important figure in English philosophy," his prejudice is at once roused, but his fears are allayed when, some seventy pages further on, he reads of Hume's recognized "claim to rank as the greatest of English philosophers." One wonders which ranks highest in Prof. Sorley's mind, "most important" or "greatest." We can picture him smiling and passing on to other allocations. For a striking feature of the book is the skill with which the various philosophers are grouped in relation to each other. The filling up of the interstitial places among the first-rank men is admirably done. Even the weary man who has read thousands of philosophical examination papers—or at any rate examination papers on philosophy—and has reviewed scores of treatises on this subject, will find a certain exhilaration, and even some belated instruction, in reading these pages.

A fourth danger lies in the way of those who escape the others: this is the tendency to over-systematize. Here Prof. Sorley is almost morbidly alert, and illustrates, from foreign critics, errors that he might have made. For his part, he lets each philosopher of sufficient rank speak for himself, and in the case of those not important enough to be placed individually on the witness stand, he puts their views forward in a way that is often more effective than the original text of their works. Realizing vividly the dangers of anything but first-hand reading, Prof. Sorley makes a special point of presenting the views of others through a colourless medium in the first instance, though, of course, he reserves to himself the right to criticize vigorously the matter thus presented.

In addition to an excellent index of authors, the book is provided with a most useful Comparative Chronological Table, giving the dates of the chief works in English philosophy along with the dates of some other writings, English and foreign, and of some leading events. It runs to 18 pages, and is followed by a bibliography that covers 54 more. Perplexed university students of philosophy should rise and call Dr. Sorley blessed.

ENGLISH LITERATURE FOR SCHOOLS.

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Classics."—(7) *Westward Ho!* By CHARLES KINGSLEY. (Abridged.) With an Introduction and Notes by J. C. ALLEN. (1s. 9d.) (8) *The Cloister and the Hearth.* By CHARLES READE. (Abridged.) With an Introduction and Notes by J. C. ALLEN. (2s.)—(7) and (8) Longmans' "Classbooks of English Literature."

Whatever the foreigner may be, the English child is rarely a reader by nature, and the foremost aim of literature lessons must be to convert him into a lover of books. He needs introduction to many kinds of writing, for what attracts one individual leaves another indifferent, or even repels him. In every class, therefore, several texts ought to be in simultaneous use, as well for the development of different types of mind as for variety in teaching. All pupils must practise reading aloud in class; all must learn to read silently, and reproduce in some form the substance of their reading; all must learn passages by heart; all must do exercises from the books read demanding independent thought and judgment; but the same book is not necessarily the right one for all these purposes.

Not long ago it was the custom to dole out to each of the upper classes in a school a Shakespeare play, at which the class worked for the whole year, and this was often the only text. Now a better fashion prevails, but we must beware of going to the opposite extreme, for it is still highly desirable that certain works should be studied in detail, among them at least two of Shakespeare's greatest plays. This would still leave time for the reading aloud of a number of others. For the more intensive study of a play, "Richard II," in "The Kings' Treasures of Literature" (1), is admirably adapted. Of the 191 pages, 113 are occupied by the text, explanations of difficult words and phrases being given at the foot of each page, while 10 pages are devoted to appropriate and ingenious exercises. One feature of this edition is the analysis of Richard's character, detail by detail, through each act and scene of the play, to serve as a model for the pupil for similar work, while an Acting Appendix gives valuable hints for that indispensable adjunct to the Shakespeare lesson—acting.

A book like the "Tales from Tolstoy" (2) is most suitable for private home reading by the pupil, and it furnishes the teacher with questions sufficient to test whether pupils have read and digested the stories. In the same series, "The Lore of the Wanderer" (3) lends itself to "loud" reading and discussion in class, and would suggest further study of the essay form and of the authors represented in the collection, as well as essay writing, hints for which are given at the end.

In these days of expensive books, pupils in middle forms have reason to rejoice that there are available for class reading cheap new editions of "Westward Ho!" (7), "Oliver Twist" (6), and of that finest of historical romances, "The Cloister and the Hearth" (8)—all with only just sufficient notes to ensure understanding of the text, while Irving's "Life of Oliver Goldsmith" (5) will prove a delightful novelty to higher forms, who too seldom have a chance in school to make acquaintance with American writers. This book is a help to the teacher in that it suggests thirty composition subjects, material for which the pupil may be expected to gather from the text, if he has no time for wider reading.

Older pupils, who are always the most interested in writers of their own time, will welcome "Modern Poetry" (4), which contains many poems worth learning by rote and many in language near enough to their own to be set as models for verse exercises. A novel feature is the blank pages at the end, intended for the insertion by the pupil of striking new poems from contemporary publications.

CLASSICS.

The "Birds" of Aristophanes considered in Relation to Athenian Politics. The "Prometheus Bound" of Aeschylus represented in English and explained. By E. G. HARMAN. (10s. 6d. net each. Edward Arnold.)

In the second of these volumes, which are both concerned with a new and allegorical interpretation of the part played by Zeus in the "Prometheus Vinculus" of Aeschylus and in the "Birds" of Aristophanes, Mr. Harman deprecates "the tendency to read into

(Continued on page 630.)

Cambridge University Press

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the works of antiquity ideas which belong to later spiritual developments" (page 31). Aeschylus is not—as we have always considered him in the past—a great religious dramatist, but rather an ingenious writer of political allegory. "By 'Zeus,' in his character as antagonist of Prometheus, the sovereign democracy of Athens is, in my opinion" (says Mr. Harman, page 13, of the second volume), "intended; the 'foolish marriage' . . . is the 'marriage' of Athens to the sea, the new naval policy favoured by Themistocles; . . . under the character of Prometheus, Aeschylus is portraying himself; . . . the friendship to mortals is the advocacy of the claims of the subject allies, who were at that time becoming oppressed by the Athenians; . . . the 'gods' are the Athenians." So startling and unorthodox a theory Mr. Harman attempts to justify by a long historical survey, in the first of these two volumes, of the fierce constitutional struggles that filled the life of Aeschylus, who sided with Aristides against Themistocles. This historical survey is the most balanced and most valuable part of the work which Mr. Harman here offers to the public. It does not, in our opinion, necessitate his "Zeus" allegory in Aeschylus and Aristophanes, but it contains many valuable reflections for the historian. Of our incidental objections to the Zeus = Demos equation, suffice it to mention the improbability that at the time of the production of the "Prometheus Vincit" Athens had already begun to be regarded as a "tyrant city," and the difficulty of taking "Zeus," in that play, as at one moment the allegorical impersonation of Demos and at another "the deity of religious worship" (page 24, Vol. II). But the fundamental improbability of Mr. Harman's interpretation resides in the fact that allegory is a comparatively late literary development. It is certainly alien from the spirit of primitive literature, whereas remarkable spiritual insight may well be manifested by such literature, as indeed we think it is by Greek literature *pace* Mr. Harman, who says that "in spiritual development they (the Greeks) were still primitive" (preface to "Birds"). And is it likely that Aristophanes, who was nothing if not orthodox and a supporter of religious conservatism, would write of Demos as = Zeus?

"The Works of Aristotle translated into English."—(1) *Atheniensium Respublica*. By Sir F. G. KENYON. (2) *Oeconomica*. By E. S. FORSTER. (In one vol., 5s. net. Clarendon Press.)

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(2) Mr. Forster's translation of the two books of *Oeconomica* contained in the Aristotelian *corpus*, though of less value to the historian, will be equally welcome to the curious scholar. The first book smacks largely of Xenophon, and the second, as Mr. Forster points out, is certainly Hellenistic. It is neither profound nor interesting, consisting largely of disconnected anecdotes about means of raising money; but Mr. Forster has done his work well, and those interested in the shady side of ancient finance can here read of the rough and ready methods adopted, by tyrants and others, without having the trouble of deciphering the Greek.

EDUCATION.

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The "New Humanist Series," under the honorary editorship of Mr. B. Branford, makes a good start with Mr. F. Watts's volume on "Education for Self-Realization and Social Service." Mr. Watts is already known for his suggestive little work on "Echo Personalities," and he adds to his reputation by this new venture. To some extent he traverses well trodden ground, as, for instance, when he gives a *résumé* of "modern western educational theory." Even here, however, the chapter on present-day writers and their tendencies will give the student what he might find it difficult to get elsewhere. We are glad to see that he gives prominence to the work of John Dewey, whose combined philosophical and practical insight has, perhaps, not been duly appreciated in this country, except by those who train the teachers of very young children. Mr. Branford's acute characterization of the six great periods of human life, reprinted at the end of the same chapter, is particularly timely now that we are beginning to think of education as a life-long process, and makes one look forward with interest to his coming contribution to this series. In Mr. Watts's chapter on the culture-epoch theory, he rightly shows that Dewey gave a meaning to that generally discarded phrase which makes its retention worth while. In the chapters on "The Sublimation of the Primary Ten-

dencies," "Vocational Aptitudes," and "Self-Government in the School," the student will again find a good deal of matter usefully brought together, for which he would otherwise have to search in a number of recent books and periodicals. Both in its general design and in such details as we have exemplified, Mr. Watts's book will, in our opinion, certainly meet a need.

Board of Education.—*Educational Pamphlets*, No. 39: *Notes on Camping*. (1s. net. H.M.S.O.)

The Board of Education have certainly done well to add to their list of educational pamphlets these brief but comprehensive *Notes on Camping*. The notes are obviously based upon practical experience of a varied character, and, though they may contain nothing new to the experienced camper, they supply exactly what is needed at the present time by many teachers, and by local authorities considering how to carry out the relevant section of the Act of 1918. The several chapters deal with the educational value of the camp, the necessary staff, the choice of site, equipment, kitchen and diet, health and first aid, camp routine, games and sports, discipline, and costs. There are few wasted words, and the pamphlet supplies for a modest shilling what in less skilful hands might easily and uselessly have been expanded into a comparatively expensive book. Though the notes are written almost entirely from the standpoint of camping for boys, the bulk of the information and advice is equally applicable to girls, and a brief appendix sets forth the special considerations applicable to a girls' camp. Another appendix gives a list of useful books on various aspects of camp life.

The Cosmic Commonwealth. By E. HOLMES. (5s. net. Constable.)

Mr. Holmes's philosophical position, the genesis of which is broadly explained in his autobiographical sketch, is further expounded in his latest volume entitled "The Cosmic Commonwealth." That the existing social structure was badly planned is shown, he argues, by its recent collapse. We have, in fact, been the victims of an unworthy conception of God, and thence of a false conception of the relations of men. Orthodox religion has thought of God as the autocratic Ruler of the universe, as the Overlord of a feudal hierarchy which is secular as well as spiritual; the guarantor of the "divine rights" of kings—and of multimillionaires; the arbitrary dispenser of the "good things" of life. What we have to do is to revise our conception of God. To democratize human government is well; but, if we wish to destroy the spiritual headquarters of militarism, we must democratize our conception of God. The conception of a God who is above and beyond Nature has failed. He is at the heart of Nature, the heart of human nature, the heart of man. He is the soul of the universe, the soul of the Cosmic Commonwealth, the immanent God, the Inward Light; and to Him we must look for guidance in our efforts to become worthy citizens of the Cosmic Commonwealth.

Schools of Gaul. By T. HAARHOFF. (12s. 6d. net. Oxford University Press.)

Little by little the labours of scholars are making it possible that the history of education in Europe shall one day be written with some approach to system and completeness. It is quite true, as Prof. J. W. Adamson points out in his recently published "Short History of Education," that the historian must run his matter into national moulds, but it is also true that much of western history forms one connected story, as he himself well exemplifies in his earlier chapters. Readers of such a book as his, who wish for further light upon the fourth and fifth centuries after Christ, will turn with interest to Mr. Haarhoff's scholarly volume on education in Gaul during that period. As he says, it is a period which has curiously escaped the makers of books, notwithstanding its claims to notice. Like our own, it was a transition age, in which education was passing from paganism and entering into the Christian era. Further, the problem of complex nationality, which we are apt to think of as entirely modern, was as real in Gaul sixteen centuries ago as it is in any existing state. Mr. Haarhoff's book, with its careful scrutiny of available material and its wealth of references to original authorities, will naturally make its chief appeal to the scholar, but we hope it will receive close attention also in training colleges where the history of education is studied and cultivated.

Federal Council of Lancashire and Cheshire Teachers' Association: a National System of Education. (1s. net. Manchester University Press; Longmans.)

This thoughtful piece of work, carried out by a local federation of teachers' associations, is of more than local significance, and deserves the attention of teachers and directors in all parts of the country. It is an attempt to survey the whole ground of educational requirements and of corresponding educational institutions. The results are set forth in a definite and businesslike manner, partly by means of a "flow diagram," and partly by means of a

(Continued on page 634.)

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There are two methods of treating the history of recent times. One is to take the world, or at any rate Europe, as a whole, and to pay attention only to the great general movements that affected mankind at large. The other is to take the leading States of the world one by one, and to write a series of parallel histories of them. Dr. Jones has attempted a combination of the two, or a compromise between them. The main division of his book is chronological: he takes short periods, e.g. 1815-1828, 1828-1837, 1837-1848, in which distinctive movements are evident. Within these main chronological divisions he has geographical sub-sections according to a regular scheme. Hence, if you want to trace the history of a particular country, you consult the table of contents, and note the half-dozen or so places where a section of the story is told. Thus, Austria is dealt with as follows:—1815-28 (page 46), 1828-37 (page 79), 1837-48 (page 106), 1848-74 (page 185), 1875-1915 (page 249). It cannot be said that Dr. Jones's compromise is a complete success. His book resembles too much a patch-work quilt. The information is there, but it is cut up into fragments of various sizes that have no natural or organic connexion with those to which they are joined.

"Cambridge Handbooks for Teachers."—*The Teaching of History*. By E. L. HASLUCK. (8s. net. Cambridge University Press.)

Mr. Hasluck, himself an experienced specialist in the study and teaching of history, has produced, under Prof. J. W. Adamson's editorship, a book full of valuable suggestions to history teachers in schools. Mr. Hasluck is a supporter of the source method of instruction, but he does not appear here as a special pleader. With wide catholicity he presents the cases of the textbook method and the oral method, and considers how far each can be employed with effect. He succeeds, indeed, in giving a broad survey of the whole field, and there are few teachers who will not glean new ideas from his comprehensive pages. In a skilful introductory essay, which occupies one-fourth of the book, he discusses the preliminary questions: Why should history be taught? What sort of history should be taught? What methods should be used? What classification should be adopted? He then proceeds, in fuller detail, to treat of (1) the presentation of history; (2) the co-ordination of history with the other subjects of the school curriculum; (3) the formation of school libraries and museums; (4) pitfalls into which teachers of history are liable to fall. Finally, he presents a few specimen lessons and a brief bibliography of works on history teaching. The index is miserably inadequate—it ought to be multiplied by ten.

A History of British Socialism. Vol. II. By M. BEER. (15s. net. Bell.)

Mr. Beer's full and authoritative "History of British Socialism" was almost ready for the press when the war broke out in 1914. This event delayed the publication of the book, and also drove its author as an alien enemy from the country. Not until the conclusion of peace was he able to return to England, give the final revision to his work, and see it through the press. It is a remarkable achievement for a foreigner, even though twenty-one years of his life have been spent in London: for it is an original composition in the English language, written with a mastery of the tongue far superior to that possessed by the majority of natives. The first of the two volumes of this history was published last year. It dealt with medieval anticipations of Socialism and with the incipient movements of modern times down to the year 1834. The present volume begins with an account of Chartism—an account which, together with the recent studies of Mark Hovell and Julius West, should give something approaching finality to our knowledge of that abortive uprising. It then delineates and discusses Modern Socialism (1855-1920). There can be no doubt that this section, which is packed with new and first-hand information, is the one which will be most eagerly read. It is, of course, written from a sympathetic—indeed, strongly partisan—point of view. It covers with all too kindly hand the errors of Socialist leaders, the failure of Socialist experiments, and the conflicts of Socialist organizations. Nevertheless, it is indispensable for the information which it gives, and the reader has the satisfaction of feeling that whatever of good it is possible to say about Socialism is here said.

The Story of Our Empire. By P. R. SALMON. (3s. net. Harrap.)

This attractive little textbook is a topographical survey of the existing British Empire rather than a history. That is to say, it does not deal with the beginnings of English exploration and settlement, or recount those early enterprises which resulted in the founding of the American Colonies. The lost dominions of Britain are to Mr. Salmon as though they had never been. The plan is

different, and it has its advantages. He takes each member of the present Empire in turn—starting with Newfoundland, "our oldest possession"—and gives a rapid summary of its history and an account of the manner in which it became incorporated into the British dominions. The book, therefore, forms a useful supplement to such a chronological history as Mr. J. A. Williamson's.

MATHEMATICS.

School Dynamics. With Answers. By W. G. BORCHARDT. (In One Vol., 6s.; or in Two Parts, 3s. 6d. each. Rivingtons.)

The first part of this work contains sufficient for such examinations as the Cambridge Junior Local, while Part II includes all that is necessary for the Cambridge Senior Local, the Higher Mathematics for entrance to Woolwich, and other similar examinations. Examination of the book shows that the range of the course thus indicated includes all ordinary cases of the motion of a particle or rigid body when the acceleration, either linear or angular, is uniform. The introduction of rigid dynamics into an elementary course will be welcomed by a large number of teachers, for it enables them to bring their classroom problems into touch with some of the most characteristic features of the age in which we live—the age of machinery. The knowledge of a few fundamental principles regarding the dynamics of spin will enable a boy to take a far more intelligent interest in cycles, motors, or aeroplanes than otherwise he would be able to do. The text itself contains a judicious combination of theory and of instructions for practical work. The examples are entirely numerical, and both the absolute and gravitational system of units are employed. Students using this book should gain sound ideas of the subject.

"Cambridge Mathematical Series."—*Elementary Algebra*. By C. V. DURELL and G. W. PALMER. Part I. (4s. 6d. Bell.)

This elementary textbook is designed for classes where the greater part of the instruction is given orally. The explanatory part of the text is therefore brief, is put in dogmatic form, and consists chiefly of definite instructions and illustrative examples. A fuller discussion, intended for the use of the teacher, is contained in an Introduction, which is published separately. The first ten chapters contain the matter up to quadratic equations, which, in the opinion of the writers, it is indispensable that every boy, whether specialist or not, should acquire. The final chapter contains a fuller and more advanced treatment of some special topics, such as factors and equations. We are favourably impressed with the book. Its comparative brevity and clearness seem to make it particularly well adapted for general use.

Practical Geometry; Theoretical Geometry. By C. GODFREY and A. W. SIDDONS. (7s. net. Cambridge University Press.)

This book is intended to be a contribution to the solution of the problem of framing a suitable course of instruction in geometry. It is useless to deny that since Euclid was deposed there has been a considerable amount of anarchy in the realms of elementary geometry. The Board of Education Circular 711 has provided a rallying point for the establishment of some semblance of order, but the present writers wish to take a further step, as indicated by the following schemes:—

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The essential feature of their programme is the insertion of Stage III. In a brief notice it is impossible to discuss the pros and cons of the proposal; we can only point out that the advance to strict deductive reasoning will be still longer delayed, and that loose ideas regarding sequence may be acquired which will be difficult to eradicate at the later stage.

MODERN LANGUAGES.

Epochs of Italian Literature. By Prof. C. FOLIGNO. (3s. net. Clarendon Press.)

This small volume by the Serena Professor of Italian Studies at Oxford is a really remarkable achievement. Within a limited compass the author succeeds in marking out the main lines of literary development in Italy in language that is vivid and interesting, and does not suggest the textbook. The sense of conflict between material and spiritual issues, between foreign influences and national forces, between authority and freedom in life and thought, is implied throughout the book, and is seen to account for the vital (and occasionally the volcanic) character of Italian art. A very good bibliography and reference index add to the usefulness of the volume.

Cambridge Readings in Italian Literature.

Edited by E. BULLOUGH. (8s. net. Cambridge University Press.)

Mr. Bullough has given us, in this volume of "Cambridge Readings," a delightful and well chosen collection that reflects the personal taste of the editor. The book claims to give an *aperçu* of Italian literature of the nineteenth century, and the choice of specimens is characteristic of the literary sense of that period. Mr. Bullough has pointed out his own omissions, due partly to the difficulties of communication during the war. The book is one that, although thus confessedly incomplete in its scope, may stimulate the reader to enlarge his acquaintance with the authors included in it. To the twentieth-century mind the divisions into literature concerned with God, Nature, Italy, Life, and Thought are arbitrary and a little confusing. A truer picture of the development of Italian thought and life might have been gained by arrangement in chronological order. But, as we have already said, the personal note dominates the collection, and gives it its value as an anthology.

"Early Italian Literature."—Vol. I: *Pre-Dante Poetical Schools*. With Critical Introductions by Dr. E. GRILLO. (10s. 6d. net. Blackie.)

The appearance of the first volume of Dr. E. Grillo's "Early Italian Literature" is very welcome. No such complete and representative collection of specimens of pre-Dante poetry has yet appeared. The value of the collection is greatly enhanced by a full and scholarly introduction, and readers of early Italian lyric verse will, we think, admit Dr. Grillo's claim for its freshness and originality. He is inclined to dispute the view, held by the last generation of German critics, that there was a marked influence of Provençal upon the matter and manner of the Early Italians; and shows, in the case of Pugliese and others, how closely connected their work was with local popular poetry. In tracing the development of language, Dr. Grillo rightly lays considerable stress upon the psychological elements that help to mould speech. His book is in line with modern criticism, and is characterized by his usual thoroughness, sense of proportion, and grasp of the meaning of literature.

MISCELLANEOUS.

Household Arts for Home and School. By Prof. A. M. COOLEY and Prof. W. H. SPOHR. In two volumes. (9s. net each. Macmillan.)

These volumes are intended for use in elementary schools or junior high schools in the United States, but we fear their price will prevent their introduction in similar schools in this country. Nor do we think it would be possible, in view of the number of subjects usually included in the curriculum, to find time to study the miscellany of subjects with which the authors deal. The first volume, which runs to 433 pages, is concerned with the family budget, home furnishing, the selection of clothing, the care of the baby, and textiles and sewing. The second volume, of 435 pages, includes sections dealing with the care of the home, the selection of food, cooking and serving, laundering and hospitality. The books are attractively and profusely illustrated, many of the pictures being coloured, and the descriptive text, though somewhat diffuse, is of a kind to appeal to girls. The volumes may be recommended to the attention of teachers of domestic subjects in schools and technical institutes, who will find much information about American practice, prices, and tastes, as well as many hints as to procedure suggested by the experience gained in the schools of the United States.

RELIGIOUS KNOWLEDGE.

"The Beginnings of Christianity."—Edited by Dr. F. J. F. JACKSON and Dr. K. LAKE. Part I: *The Acts of the Apostles*. Vol. I. (18s. net. Macmillan.)

This substantial volume is the first of a series of three which has been planned by the editors. It is concerned with "Prolegomena," and contains a series of studies dealing with the Jewish, Gentile, and Christian backgrounds of primitive Christianity. The editors say in the preface:

"The great literary achievement of the last fifty years of New Testament scholarship was the discovery and general solution of the synoptic problem. It is the task of this generation to translate these results into the language of the historian; to show how literary complexities and contradictions reveal the growth of thought and the rise of institutions. Though much remains to be done, the general outline can already be seen. It is becoming increasingly certain that Christianity in the first century achieved a synthesis between the Græco-Oriental and the Jewish religions in the Roman Empire. The preaching of repentance and of the Kingdom of God, begun by Jesus, passed into the sacramental cult of the Lord Jesus Christ. But the details are complex and obscure. What were the exact elements in this synthesis? How was it effected? The study of the Acts is 'the necessary preliminary of these questions.'

A second volume will deal with the literary phenomena of the Acts; a third with the exegesis of the text."

A large part of the present volume has been written by the editors, who are responsible for essays devoted to "The Background of Jewish History," "Varieties of Thought and Practice in Judaism," and "The Dispersion." They also are entirely responsible for the section on Primitive Christianity ("The Public Teaching of Jesus," "The Disciples in Jerusalem and the Rise of Gentile Christianity," "Christology," &c.). Mr. Montefiore contributes an interesting and well written essay on "The Spirit of Judaism," where, however, the historical development of the thought is not always clearly brought out. Mr. H. T. F. Duckworth writes a valuable essay on "The Roman Provincial System," and there are contributions from Prof. C. F. Moore. The volume, though rather unequal in treatment, is an important contribution.

The Pastoral Epistles. With Introduction, Text, and Commentary. By Dr. R. ST. J. PARRY. (20s. net. Cambridge University Press.)

Dr. Parry has produced an admirable edition of the Pastoral Epistles, for which serious students of the Greek Testament will be grateful. It is a real contribution to the literature of the subject with which it deals, and may fitly rank with the best of the larger commentaries, produced by English scholars, on New Testament books. The commentary, which is planned on an ample scale—notes in double column being printed below the Greek text—is preceded by an elaborate Introduction, which embraces over 150 printed pages. Here the difficult problems that arise in connexion with the Pastorals are fully discussed. The conclusions reached by Dr. Parry are somewhat conservative in character; but more radical solutions are fully dealt with before his own solutions are presented, and it must be acknowledged that he sets forth the latter in a very persuasive manner. Our editor says:

"We may conclude, then, that we have good historical evidence, independent of any assumption of the genuineness of the Pastoral Epistles, by the end of the first century, that St. Paul had been released from his imprisonment after two years' confinement in Rome; that he had carried out his purpose of preaching in Spain, and perhaps in Gaul; that he had revisited the scene of his earlier labours in Asia Minor, Macedonia, and Greece; and that he had spent some time in Crete. It follows that there is no historical reason for denying the genuineness of the Epistles."

The date assigned to St. Paul's martyrdom is 67, and the period of freedom (after the first imprisonment) is fixed between the years 62 and 67. But the most formidable difficulties, that beset the genuineness of these Epistles, undoubtedly lie "in the field of language and of ideas," and full consideration is given to this aspect of the matter in a separate chapter. Other topics dealt with include discussions of Timothy's and Titus's office, organization, false teachers, doctrinal character, &c. The whole volume is important.

SCIENCE.

Thermodynamics for Engineers. By Sir J. A. EWING, K.C.B. (30s. net. Cambridge University Press.)

Whilst this book was written primarily for engineers, it will be found to be of service also to students of physics who desire to obtain a working knowledge of elementary thermodynamics from the physical point of view. In the early part of the book the reader is introduced to first principles and their interpretation in practice, presented in a non-mathematical form, and thus becomes familiar with the notions as physical realities. In the later portion of the volume will be found a mathematical discussion of the general thermodynamical relations, and their application to characteristic equations of fluids—in particular, to steam—following Callendar's method. The internal energy and specific heat of gases are dealt with in the chapter on internal combustion engines; and later appears an appendix giving an account of the molecular theory. Thermodynamics is admitted to be a very difficult subject to the average student of engineering. Most engineers are acquainted with the same author's "Steam Engine," in which appears an admirable and lucid exposition of the thermodynamics of the steam engine, and will welcome the more complete treatise before us. The clear explanations of difficult principles, which are characteristic of Ewing's work, make the perusal of this volume a pleasure, and cannot fail to give the student a sound working knowledge of thermodynamics. In addition to the discussion of first principles, there are chapters on the properties of fluids, the theory of the steam engine, the theory of refrigeration (the latter being particularly valuable), jets and turbines, and internal combustion engines. The chapter on general thermodynamic relations contains the deduction of no fewer than fifty-six equations. The effects of surface tension on condensation and ebullition are treated in an appendix, and abbreviated tables of the properties of steam, based on Callen-

(Continued on page 638.)

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dar's equations, appear at the end of the volume. Students who are familiar with the later editions of Sir Alfred Ewing's "Steam Engine" will note with pleasure that the British system of units with the Centigrade scale of temperature is employed generally in the present volume. The book can be recommended with confidence to all students of engineering and physics.

"The New Teaching Series."—*Applied Botany*. By G. S. M. ELLIS. (4s. 6d. net. Hodder & Stoughton.)

"The botany which is of interest and practical value," say the publishers of this volume, "has been, unhappily, distinct from the botany of schools. This book provides a remedy." Such an announcement shows ignorance of modern botanical teaching—which succeeds quite often in being both interesting and practically useful—and it implies that Mr. Ellis's treatment of the subject is on essentially novel lines. The book certainly gives rather more than the usual proportion of space to such matters as soils and manures, fungoid and insect pests, and variation and heredity, but it is not more distinctively "practical" in character than many textbooks in common use in schools, and it is not concerned to any marked extent with the "applications" of botany. It is none the less sound and workmanlike, simply and interestingly written, and it keeps the essentials of the subject in the foreground. The clear descriptions of the main activities of plants and of the manner in which they are modified by outside conditions make the book very suitable for use in junior classes in schools and for general reading. The illustrations are rather crude, and Fig. 6 is wrongly described.

Wonders of Insect Life. By J. H. CRABTREE. (6s. net. Routledge.)

This book gives entertaining accounts of the habits, transformations, and structure of representatives of the principal orders of insects. It will appeal to young naturalists no less by its vivacity of style than by the beautiful photographic illustrations which embellish it. In the account of house flies we miss any reference to the part these insects play in spreading disease. It is rather a pity that no attempt is made to enable the reader to distinguish the various orders of insects at sight, and that the author is not more precise in his use of the words "family" and "species." In the table of contents the water boatman and water scorpion are wrongly included in the Coleoptera. We hope that a demand for a second edition will provide an opportunity to rectify these slips.

The Life and Work of Sir Jagadis C. Bose. By Prof. P. GEDDES. (16s. net. Longmans.)

The account which Prof. Geddes gives here of the life, struggle, and achievement of the eminent Bengali physicist will appeal to all who are interested in science, and to students of botany in particular. Not only is it an inspiring story of persistent and unswerving labour in scientific research; it also describes and explains in simple language a series of experiments and results of absorbing interest and importance. Sir J. C. Bose's discovery that even inorganic substances possess a sensitiveness, shown by electric response, which can be enhanced by stimulants and abolished by poisons, led him to novel investigations on the responses of plant and animal tissues. Having devised instruments capable of measuring and registering time intervals of the thousandth part of a second, and of magnifying plant movements a hundred million times, he was able to show that plants promptly respond to various changes of environment which are too slight to be perceptible by, or are altogether outside the range of, our own senses. By this means, the varying rate of growth of plants under different treatment may be instantly recorded, so that agricultural experiments which would have taken months can now be carried out in a few minutes. The illustrations include portraits and explanatory diagrams of apparatus used in these and other researches which are described.

The End of the World. By J. McCABE. (6s. net. Routledge.)

Under this somewhat sensational title Mr. McCabe has compiled a readable account of certain aspects of modern astronomy. The menace of future ice ages, the chances of collision, and the "dying" of the sun are considered in turn as conceivable solutions of the problem, while later chapters lead up to a final section on the "death" of the universe itself! All this the "inexpert reader," for whom the book is intended, will find interesting. The style suggests a popular lecture; in print, its effect is at times rather pretentious. While finding much to approve of in the book, a working astronomer, reading between the lines, will probably doubt whether Mr. McCabe has understood fully all the questions on which he expresses his opinion. The volume, however, can scarcely fail to stimulate its readers' imagination and whet their appetite for scientific astronomy. It contains numerous excellent illustrations.

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OCCASIONAL NOTES.

DISCUSSING "The Place of the Universities in National Life" in his address to the Education Section of the British Association, the President of the Board of Education dealt with a subject of particular interest. The ideal embodied in the Act of 1918 is to establish a system of public education which shall afford an open road for all persons capable of traversing it. Mr. Fisher rejoices that 25,000 ex-service men are now undergoing some form of higher education in universities and colleges with the assistance of Government grants, and he claims that, in the majority of cases, the students are the children of parents who, without this special State assistance, would never have contemplated a university career for their sons. Provided the previous education of the students has been sufficient, and there is ground for believing that they possess the ability to profit by admittance to what the President terms "the charmed circle," the experiment will no doubt be justified. But, in proposing "that universities should play a much larger part in the life of the people than historical accidents have hitherto assigned to them," it may be hoped that there will be no dilution of academic standards. In these days of many words and philanthropic intentions there is need for educational institutions of all types to cherish a clear conception of their functions and to concentrate upon the particular activities for which they are best fitted. We are of opinion that, whether by historical accident or otherwise, the part of the universities in the life of the people in this country is already intimate and productive. They are centres of learning. It is their privilege to encourage the pursuit of knowledge, to kindle and to sustain the spirit of scholarship and investigation; their sons and daughters are drawn from all ranks of society, and are to be found in positions of responsibility and of influence in every community.

THE President looks to the universities to supply a larger proportion of its students for the service of teaching, and, by means of special courses for selected teachers of both sexes, to extend their activities. More particularly he urges the universities to realize that, in the great field of adolescent education represented by continuation schools, they have a new opportunity of exercising wide and beneficial influence over the educational developments of the country. He suggests that, here and there, university institutions might make themselves responsible not for the maintenance, but for the instruction given in continuation schools. We anticipate that effect may be cheerfully given to all these possibilities if adequate financial provision, both for the institutions and the individuals concerned, is forthcoming. A similar consideration regulates the work of the universities in the sphere of adult education by means of extra-mural lectures and classes. The President paid a well deserved tribute to the system of university extension lectures. The movement was started nearly fifty years ago, and its record is an admirable one. If the service it renders cannot be correctly described as the extension of university teaching, but rather as local lectures given by members of the university, it is none the less a valuable stimulus to intellectual interests, and hitherto the work has been conspicuous for the merit of paying its way with very little, if any, assistance from Government grants or local rates.

IT was inevitable that sooner or later the growing cost of maintaining the service of education would have to be more equitably divided between the Government and the local authority. The old plan of fixed grants and a balance of rapidly increasing expenditure, the whole of which had to be extracted from the pockets of the rate-payers, was obviously unfair. Its only merit was that it tended to promote economy. While, however, the financial partnership between the Government and the local authorities, in so far as those who call the tune must now pay a reasonable share of the remuneration of the piper, is satisfactory, there remain serious anomalies in the incidence of education rates. Mr. B. S. Gott, one of the members of a deputation from the Association of Education Committees, told the President that among the fourteen education authorities in the County of Middlesex the rates varied from 1s. 6d., the lowest, to 6s. 1d., the highest. In neighbouring authorities like Acton and Ealing, the rate was 3s. in one area and 1s. 7d. in the other. In a street on the boundary of two districts, the rate was 6s. 1d. on one side and 1s. 7d. on the other. There is no doubt that under the present system the poorer districts in the country are penalized. The formula upon which the grants are calculated takes into account, to some extent, the produce of the local rate. But, as Sir George Lunn said, in one town the produce of a penny rate is 1s. 6d. per child, and in another 7s. 6d.

INTO the question of anomalies in local rating, due to a variety of causes, the Board of Education may, not unreasonably, decline to enter. There are, however, serious objections to the regulations under which grants are now made, more particularly in regard to higher education. Sir George Lunn said, and we assume he knows, that there are no fewer than forty-four different sets of

regulations under which grants might be claimed, and Mr. Gott deplored the fact that directors of education had to sit down and calculate which of the different sets of regulations they should comply with in order to secure not the best educational results, but the highest grants. Another speaker instanced cases where secondary schools now receiving £3,455 and £6,800 respectively would, if recognized as central schools, each at once become entitled to over £11,000 a year. The Association of Education Committees made out a good case for the appointment of a special committee to consider the adjustment and consolidation of imperial grants for education.

IT has been a matter of common knowledge that the fees paid by students at universities did not cover the cost of their education. But it has been brought home to the public once more by the decision of University College, London, and of the University of Liverpool, to raise their fees by about 30 per cent. In an interview, the Provost of the former is reported to have said that before the war the fees of students paid only 38 per cent. of the expenses of the college, and that at the Universities of Manchester and Birmingham the percentage was considerably less. It is a moot point if the students who pay but a quarter or a third of the price of the teaching they receive value it at any higher figure. The English, being a commercial nation, are apt to value a thing at what it costs them. While there should be as many scholarships as possible for the clever, but poor, scholar, it seems wrong that nearly half the cost of higher education should be paid by the tax-payer or rate-payer. For most of those who go to universities are perfectly well able to pay for themselves, and they should not trade on the self-sacrifice of the lecturers and demonstrators, who are paid a wage at which a miner would jeer. And while university fees should be raised, so should the fees of examinations. Scarcely any work is so dreary and distasteful as the marking of the papers of a pass examination. Before the war a conscientious examiner could make five or six shillings an hour by it, and many teachers were glad to supplement their inadequate salaries in that way. But now that five shillings is worth but half-a-crown, it is putting a heavy strain on the conscientious one not to hurry through his work, and do twelve papers in the hour where before he did six.

THE Workers' Educational Association has issued an important report, embodying recommendations for the consideration of all who are interested in the problems of adult education, especially for working people, based upon the final report of the Adult Education Committee of the Ministry of Reconstruction, issued in July 1919. The report is prefaced by an introduction setting forth a declaration of policy approved by the W.E.A. Central Council at its annual meeting of July 24 last, which is, in the main, a claim that this special problem of working-class adult education shall be organized, and largely controlled, by voluntary agencies which possess the confidence of working people. It calls for the organization and administration of the several subjects of study, and of the classes relating thereto, at the hands of voluntary organizations, such as the trade unions, the co-operative societies, the working men's clubs, &c., in association with such

educational bodies as the Labour College, the Ruskin College, and the W.E.A., with a view to their active interest in adult education, and in order to stimulate the demand for it. It is premised that the principal function of any public or official body, like the Board of Education, the local education authority, or the university providing the necessary funds, should be simply to assure itself that the standard of work accomplished is of satisfactory quality, without reference to the opinions expressed by teachers or students.

THE Report is characterized throughout by an unfortunate distrust of public and official bodies, and yet the voluntary agencies to be set up look to them for the fullest provision of the pecuniary aid necessary to the effective establishment of these courses of instruction.

Surely the right course for the electorate, which is now so largely composed of working men and women, would be to secure both in Parliament and upon local councils the type of men and women in full sympathy with democratic aims, and thus secure full support for the advanced teaching of history, literature, economics, and other liberal studies, so important to a democracy with such vital responsibilities as that of the United Kingdom. The circumstances of modern life, and its consequent complexities, make large demands upon the men and women of to-day. Their horizon is vastly wider, and the relations between the various sections of society and between nation and nation have grown more intimate and more responsible; but obviously the character of the education demanded by the adult man and woman will depend entirely upon the training and education they have enjoyed in childhood and youth, and the more intelligent, free, and efficient that education may have been, the more it will determine the aspirations, the level, and the range of the future studies of such men and women. The W.E.A. would do well also to fix its attention upon that.

THE report on juvenile delinquency made by the Juvenile Organizations Committee to the Board of Education, and now published by the Board, contains a large amount of interesting and instructive material based upon an analysis of 7,000 cases from four selected juvenile courts. Statistical tables are given regarding the offenders, the offences, and the treatment, and from these tables one gathers a good many rather surprising facts. For example, the present tendency to ignore and belittle sex distinctions is contradicted by the fact that of these 7,000 young persons only 4 per cent. were girls. Again, one's interpretation of the figures must be materially influenced by the consideration that such offences as larceny and housebreaking on one hand, and street trading and playing football in the streets on the other, appear side by side as if they were equally serious. The statements in the report regarding the connexion between poverty and theft, the influence of clubs, the gang spirit, and the various methods of dealing with offenders, are all of interest to social workers and to teachers in elementary and other schools. The Committee make definite recommendations regarding the selection of magistrates, the place for juvenile courts, the persons whose presence should be allowed when a case is being heard, and the detailed mode of conducting cases.

WE note with satisfaction that the Pharmaceutical Society will henceforth require that students who offer themselves for the qualifying examination shall have pursued an approved course of study in an institution approved by the society. The arrangements under which irregular preparation, which usually means mere cram, has sufficed for the purpose are thus definitely brought to an end. For Part I of the examination, the subjects of which are chemistry, botany, and physics, all those institutions are recognized by the society which are already recognized by the General Medical Council. For Part II, the subjects of which are pharmacy, materia medica, and other technical subjects, the society have approved courses in nine technical schools in various parts of the country. These courses being sufficient to meet the need, the Board of Education, as stated in Circular 1173, do not propose to recognize under their regulations any course in the subjects of Part II, unless the course has previously been recognized by the society. On the whole, preparation for the position of pharmaceutical chemist seems to have been placed on a distinctly improved educational footing.

DURING the recent meeting of the British Association at Cardiff, attention was directed to the scheme for the collection of rural lore in Wales through the medium of schools and colleges, which has been initiated by the Welsh Department of the Board of Education, and it was suggested that, *mutatis mutandis*, it should be extended to other parts of Britain. For the benefit of those who are not acquainted with the scheme, it may be stated briefly that its object is to preserve the memory of local traditions and customs in Wales, now unfortunately in danger of being lost, by recording the data for each parish or group of parishes on the appropriate quarter-sheet or sheet of the six-inch Ordnance Survey maps. The particulars, which are in the first instance collected by the children, include the traditional names of houses, roads, lanes, and fields, and of natural objects such as hills, woods, and streams, as well as earthworks, mounds, and other prehistoric and historic monuments. Nor are the details to be recorded of a topographical character only. Customs peculiar to the district, dialectal variations, folk-lore and any local folk-industry, such as the manufacture of baskets or pottery, or the survival of old implements such as the hand-loom or the flail, are noted on the back of the index-sheet supplied with the map to each school. When complete, the maps are to be collated by the Board of Celtic Studies of the University of Wales, and then deposited for reference in the National Library of Wales. Each school will keep a copy of its map and index-sheet for record and for additions. The maps of the Welshpool district, which were on exhibition during the meeting of the Association, were an object lesson not only of the archaeological interest of the scheme, but also of its value as a stimulus in the teaching of local history and geography.

THE University Tutorial Press, Ltd., have in preparation a new series of textbooks for use in agricultural schools and colleges. The first book of this series, which it is hoped to issue immediately, is "The Chemistry of Crop Production," by Prof. T. B. Wood, Head of the Cambridge University School of Agriculture. This will be followed later by "Animal Food Production," by the same author, and "Chemistry for Agricultural Students," by Mr. R. H. Adie.

THE SCIENCE OF EDUCATION.*

By SIR ROBERT BLAIR, LL.D.

THE value to education of science and the scientific method has hitherto been for the most part indirect and incidental. It has consisted very largely in deductions from another branch of study—namely, psychology—and has resulted for the most part from the invasion into education of those who were not themselves educationists. A moment has now been reached when education itself should be made the subject of a distinct department of science, when teachers themselves should become scientists.

There is in this respect a close analogy between education and medicine. Training the mind implies a knowledge of the mind, just as healing the body implies a knowledge of the body. Thus, logically, education is based upon psychology, as medicine is based on anatomy and physiology. And there the textbooks of educational method are usually content to leave it. But medicine is much more than applied physiology. It constitutes an independent system of facts, gathered and analysed, not by physiologists in the laboratory, but by physicians working in the hospital or by the bedside. In the same way, then, education as a science should do something more than mere applied psychology. It must be built up not out of the speculations of theorists, or from the deductions of psychologists, but by direct, definite, *ad hoc* inquiries concentrated upon the problems of the classroom by teachers themselves. When by their own researches teachers have demonstrated that their art is in fact a science, then, and not till then, will the public allow them the moral, social, and economic status which it already accords to other professions. The engineer and the doctor are duly recognized as scientific experts. The educationist should see to it that his science also becomes recognized, no longer as a general topic upon which any cultured layman may dogmatize, but as a technical branch of science, in which the educationist alone, in virtue of his special knowledge, his special training, his special experience, is the acknowledged expert.

Educational science has hitherto followed two main lines of investigation: first, the evaluation and improvement of teachers' methods; secondly, the diagnosis and treatment of children's individual capacities.

THE PSYCHOLOGY OF THE INDIVIDUAL CHILD.

It is upon the latter problem, or group of problems, that experimental work has in the past been chiefly directed, and in the immediate future is likely to be concentrated with the most fruitful results. The recent advances in "individual psychology"—the youngest branch of that infant science—have greatly emphasized the need, and assisted the development, of individual teaching. The keynote of successful instruction is to adapt that instruction to the individual child. But before instruction can be so adapted, the needs and the capacities of the individual child must first be discovered.

A. *Diagnosis*.—Such discovery (as in all sciences) may proceed by two methods, by observation and by experiment.

(1) The former method is in education the older. At one time, in the hands of Stanley Hall and his followers—the pioneers of the Child-Study movement—observation yielded fruitful results. And it is perhaps to be regretted that of late simple observations and descriptions have been neglected for the more ambitious method of experimental tests. There is much that a vigilant teacher can do without using any special apparatus and without conducting any special experiment. Conscientious records of the behaviour and responses of individual children, accurately described without any admixture of inference or hypothesis, would lay broad foundations upon which subsequent investigators could build. The study of children's temperament and character, for

* From the presidential address to the Educational Science Section of the British Association for the Advancement of Science at Cardiff, on August 24.

example—factors which have not yet been accorded their due weight in education—must for the present proceed upon these simpler lines.

(2) With experimental tests the progress made during the last decade has been enormous. The intelligence scale devised by Binet for the diagnosis of mental deficiency, the mental tests employed by the American army, the vocational tests now coming into use for the selection of employees—these have done much to familiarize, not school teachers and school doctors only, but also the general public, with the aims and possibilities of psychological measurement. More recently an endeavour has been made to assess directly the results of school instruction, and to record in quantitative terms the course of progress from year to year, by means of standardized tests for educational attainments. In this country research committees of the British Association and of the Child-Study Society have already commenced the standardization of normal performances in such subjects as reading and arithmetic. In America attempts have been made to standardize even more elusive subjects, such as drawing, handwork, English composition, and the subjects of the curriculum of the secondary school.

B. Treatment.—This work of diagnosis has done much to foster individual and differential teaching—the adaptation of education to individual children, or at least to special groups and types. It has not only assisted the machinery of segregation—of selecting the mentally deficient child at one end of the scale and the scholarship child at the other end; but it has also provided a method for assessing the results of different teaching methods as applied to these segregated groups. Progress has been most pronounced in the case of the sub-normal. The mentally defective are now taught in special schools, and receive an instruction of a specially adapted type. Some advance has more recently been made in differentiating the various grades and kinds of so-called deficiency; and in discriminating between the deficient and the merely backward and dull. With regard to the morally defective and delinquent, little scientific work has been attempted in this country, with the sole exception of the new experiment initiated by the Birmingham justices. In the United States some twenty centres or clinics have been established for the psychological examination of exceptional children; and in England school medical officers and others have urged the need for “intermediate” classes or schools not only to accommodate backward and borderline cases and cases of limited or special defect—e.g. “number-defect” and so-called “word-blindness”—but also to act as clearing-houses.

In Germany and elsewhere special interest has been aroused in super-normal children. The few investigations already made show clearly that additional attention, expenditure, study, and provision will yield for the community a far richer return in the case of the supernormal than in the sub-normal.

At Harvard and elsewhere psychologists have for some time been elaborating psychological tests to select those who are best fitted for different types of vocation. The investigation is still only in its initial stages. But it is clear that if vocational guidance were based, in part at least, upon observations and records made at school, instead of being based upon the limited interests and knowledge of the child and his parents, then not only employers, but also employees, their work, and the community as a whole, would profit. A large proportion of the vast wastage involved in the current system of indiscriminate engagement on probation would be saved.

The influence of sex, social status, and race upon individual differences in educational abilities has been studied upon a small scale. The differences are marked: and differences in sex and social status, when better understood, might well be taken into account, both in diagnosing mental deficiency and in awarding scholarships. As a rule, however, those due to sex and race are smaller than is popularly supposed. How far these differences, and those associated with social status, are inborn and ineradicable, and how far

they are due to differences in training and in tradition, can hardly be determined without a vast array of data.

TEACHING METHODS.

The subjects taught and the methods of teaching have considerably changed during recent years. In the more progressive types of schools several broad tendencies may be discerned. All owe their acceptance in part to the results of scientific investigators.

(1) Far less emphasis is now laid upon the *disciplinary value of subjects*, and upon subjects whose value is almost solely disciplinary. Following in the steps of a series of American investigators, Winch and Sleight in this country have shown very clearly that practice in one kind of activity produces improvements in other kinds of activities only under very limited and special conditions. The whole conception of transfer of training is thus changed, or (some maintain) destroyed; and the earlier notion of education as the strengthening, through exercise, of certain general faculties has consequently been revolutionized. There is a tendency to select subjects and methods of teaching rather for their material than their general value.

(2) Far less emphasis is now laid upon an advance according to strict *logical sequence* in teaching a given subject of the curriculum to children of successive ages. The steps and methods are being adapted rather to the natural capacities and interests of the child of each age. This genetic standpoint has received great help and encouragement from experimental psychology. Binet's own scale of intelligence was intended largely as a study in the mental development of the normal child. The developmental phases of particular characteristics—e.g. children's ideals—and special characteristics of particular developmental phases—e.g. adolescence—have been elaborately studied by Stanley Hall and his followers. Psychology, indeed, has done much to emphasize the importance of the post-pubertal period—the school-leaving age, and the years that follow. Such studies have an obvious bearing upon the curriculum and methods for our new continuation schools. But it is, perhaps, in the revolutionary changes in the teaching methods of the infants' schools, changes that are already profoundly influencing the methods of the senior department, that the influence of scientific study has been most strongly at work.

(3) Increasing emphasis is now being laid upon *mental and motor activities*. Early educational practice, like early psychology, was excessively intellectualistic. Recent child-study, however, has emphasized the importance of the motor and of the emotional aspects of the child's mental life. As a consequence, the theory and practice of education have assumed more of the pragmatic character which has characterized contemporary philosophy.

The progressive introduction of manual and practical subjects, both in and for themselves, and as aspects of other subjects, forms the most notable instance of this tendency. The educational process is assumed to start, not from the child's sensations (as nineteenth-century theory was so apt to maintain), but rather from his motor reactions to certain perpetual objects—objects of vital importance to him and to his species under primitive conditions, and therefore appealing to certain instinctive impulses. Further, the child's activities in the school should be, not indeed identical with, but continuous with, the activities of his subsequent profession or trade. Upon these grounds handicraft should now find a place in every school curriculum. It will be inserted both for its own sake, and for the sake of its connexions with other subjects, whether they be subjects of school life, of after life, or of human life generally.

(4) As a result of recent psychological work, more attention is now being paid to the *emotional, moral, and æsthetic* activities. This is a second instance of the same reaction from excessive intellectualism. Education in this country has ever claimed to form character as well as to impart knowledge. Formerly, this aim characterized the public schools rather than the public elementary schools. Recently, however, much has been done to infuse into the latter

(Continued on page 656.)

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something of the spirit of the public schools. The principle of self-government, for example, has been applied with success not only in certain elementary schools, but also in several colonies for juvenile delinquents. And, in the latter case, its success has been attributed by the initiators directly to the fact that it is a corollary of sound child-psychology.

Bearing closely upon the subject of moral and emotional training is the mental work of the psychoanalysts. Freud has shown that many forms of mental inefficiency in later life—both major (such as hysteria, neurosis, certain kinds of "shell-shock," &c.) and minor (such as lapses of memory, of action, slips of tongue and pen)—are traceable to the repression of emotional experiences in earlier life. The principles themselves may, perhaps, still be regarded as, in part, a matter of controversy. But the discoveries upon which they are based vividly illustrate the enormous importance of the natural instincts, interests, and activities, inherited by the child as part of his biological equipment; and, together with the work done by English psychologists such as Shand and McDougall upon the emotional basis of character, have already had a considerable influence upon educational theory in this country.

(5) Increasing emphasis is now being laid upon *freedom* for individual effort and initiative. Here, again, the corollaries drawn from the psychoanalytic doctrines as to the dangers of repression are most suggestive. Already a better understanding of child-nature has led to the substitution of "internal" for "external" discipline; and the pre-determined routine demanded of entire classes is giving way to the growing recognition of the educational value of spontaneous efforts initiated by the individual, alone or in social co-operation with his fellows.

In appealing for greater freedom still, the new psychology is in line with the more advanced educational experiments, such as the work done by Mme Montessori and the founders of the Little Commonwealth.

(6) The *hygiene and technique of mental work* is itself being based upon scientific investigation. Of the numerous problems in the conditions and character of mental work generally, two deserve especial mention—fatigue, and the economy and technique of learning.

But of all the results of educational psychology, perhaps the most valuable is the slow but progressive inculcation of the whole teaching profession with a scientific spirit in their work, and a scientific attitude towards their pupils and their problems. Matter taught and teaching methods are no longer exclusively determined by mere tradition or mere opinion. They are being based more and more upon impartial observation, careful records, and statistical analysis—often assisted by laboratory technique—of the actual behaviour of individual children.

THE RELATION OF SCHOOLS TO LIFE.*

By E. STRUDWICK, M.A., Head Mistress of the City of London School for Girls.

THE school period has always been spoken of as the period of preparation for life, but the connexion between the preparation and the life for which it prepares has not, at any rate to a large number of people, appeared as close or as vital as it really is or should be. To many, I fancy, even to-day, and perhaps especially in England, school is a place for learning to read, to write, and to add figures together more or less correctly, and after that a place to be left behind and forgotten. School matters to the extent only that it provides the equipment for earning money—that is, for the serious business of life, and any "fancy" subjects that have no monetary value are still looked upon askance by many people. That is the reason, perhaps, why the general interest felt in girls' schools has been, on the

whole, far less than that felt in boys' schools, and only the recently developing necessity for girls to go out into the world and earn money, as their brothers do, has awakened parents to the fact that girls' education must not be wholly overlooked in favour of the boys'. Girls' schools are still very modern things, and their tradition a short one. To the world at large the doings of girls' schools have comparatively little appeal: there has been no classic written about them, no book which anyone but a schoolgirl would be interested to read—nothing to compare with "Tom Brown's Schooldays," for instance. I cannot remember ever having read a book in which a benevolent schoolmistress looms large in the early chapters of the heroine's life, as does the head master in so many of these lengthy descriptions of the development from child to man of the hero of a modern psychological novel. Even in these more enlightened days we are still out in the cold to some extent, though that extent lessens steadily from year to year. We have, at any rate, reached a point when writers of fiction are beginning to think it worth while to find fault with us, and that is, at least, something!

And yet, all the time, girls' schools have been—perhaps in virtue of their supposed uselessness from the practical point of view—doing something the value of which is emerging and becoming increasingly recognized to-day. They have been trying to prepare for the leisure moments of life as well as for its business, professional and domestic, and, in its increasing complexity, to provide the thread which will lead the seekers out of the labyrinth. The cry for shorter hours of work, as the work grows more monotonous and less individual—as it must necessarily do with the invention of ever more ingenious machinery—must be answered by the provision of an equipment for leisure far better than any yet achieved; but it is at least true to say that the teaching of literature, history, and other kindred subjects in girls' schools has aimed at such equipment, and not wholly without success.

And it is harder work to equip boys and girls for leisure than it is to equip them for work. For work, there is always routine to help, the sense of accomplishment, of money honestly earned. In leisure hours one is one's own task-master; the time-table is of one's own making, the task of one's own choosing. And, in these days, when so much stress is laid upon the need for self-expression to be encouraged in the schools, it must not be forgotten that most of us have very little self to express, and that only to the favoured few does leisure give the longed-for and only too short opportunity for creative work. Most of us cannot create much that is of any value even to ourselves; but leisure is for all, and it is the business of the school to make something a delight to every child, and to give to every child a sense that there are some avenues of interest which the school lessons have opened up to her, or the school corporate life and energies have revealed, which she can continue to follow and to make her own, either by way of creation or of appreciation, as a lasting happiness.

Now, how are we to forge this link between school and leisure hours? How are we going to help our boys and girls to enjoy books that are more interesting and amusing—of course, I am including works of fiction—than the class of literature to which they seem naturally to drift? How are we going to make their talks to one another a little more interesting than they are wont to be, and their thoughts when they walk alone along London streets or country roads a bit more vital and intelligent? It is clear they cannot always talk to one another in Greek or Latin, or think their thoughts in algebra or Euclid; but it is no less clear that the study of literature and talks with their masters and mistresses and their schoolfellows about the good things and the bad things in it, quite apart from preparation for examinations, and even outside school hours, gradually create a higher standard. And they should be quite free to laugh even at our best authors. When they come to such things as "My foot is on my native heath, and my name is MacGregor"; when they laugh, as they naturally will, their master and mistress should laugh with them, but should explain that, although the book

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* Paper read to the Educational Science Section of the British Association at Cardiff on August 25.

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is old-fashioned, and their great-grandfathers did not talk just like that, they used to think it was natural, and rather fine, when it was written down—and so on, a perfectly free, mind-to-mind discussion. Then, I do not think it is too much to hope that, by-and-by, our young readers will come to demand some of the qualities they have learned to like in the books they read for pleasure, and will condemn such as have not got them, and some of the novelettes with alluring titles may even become something of a drug in the market.

But, however this may be, whatever the future may have in store for us in the educational world, there can be no doubt the present is difficult for us. The war, with its pain and horror, has not left our schools untouched. There is a restlessness, an inability to settle down for long to any one pursuit, a lack of thoroughness and of the pleasure of getting at the heart of a thing with patient labour. Conventions are thrown over, the verdict of experience is challenged, the guidance of older judgments rejected—and for what reason? Is the spirit of the age sheer unreasoning perversity, or is there something rational underlying these manifestations?

A wave of realism has come over us, and flooded our politics, our art, our social life and manners. We are probably less trusting than our ancestors. You remember the story of the little girl and her mother in the train. She is looking out of the window and sees a cow. She asks her mother what it is, and she says, "A cow, dear." "Why?" she asks. That was quite a modern child; I doubt whether she could have existed in the days of our far-away ancestors. A disagreeable child, quite likely, because she asked a question so very hard to answer; but she was a realist, not to be satisfied by an unveridical statement. We grown-ups are just the same. The old-time orator who used to make his audience weep or shout with his flow of golden words has almost disappeared, simply because we said "Why?" and he could not explain without destroying the rhythm of his glowing periods. So we have to make school-days the first chapter in a child's book of life, and not a little volume all by itself. If the teacher is able to give, in answer to the child's "Why?" some reason that will satisfy his brain, all will be well; but if he is told that he must listen, and not talk, he may learn what his master teaches him, but the item will never be added to his little chart of life. That seems to me the true relation of school to life: not that the child is merely taught truth as held by the teacher, but that he is taught what is truth to him. He may change his view in later days, but the truth that was reasoned truth to him in early days will always live in his memory, while the truth that was only his teacher's will have died away, because it never had any real vitality for him.

But an education to fit our boys and girls for their work in life, and a training for an intelligent use of leisure, are not the only services that schools can render. It is true that more is often demanded from teachers than is in their power to perform, for no school, however admirable, can, or ought to, take the place of home training, or usurp the part which only a father and mother can effectively fill in the child's development. But the corporate life of a good school can, and does, do much to encourage good social qualities in our boys and girls; it sets up a little working model of adult life, with its hopes and disappointments, its selfishness and its generosity, its ambitions and its failures, all done to scale, and on the whole and as a rule it points a good moral; for it is generally the frank and generous boy or girl, who takes the knock without ill-temper and success without undue vanity, who has the best time at school. Selfishness is scouted—there is a general instinct against it; a selfish boy or girl is "out of it." There never was a time when this lesson, learned in school, was more needed in adult life, where, too often, material success and selfishness go hand in hand, and the generous instinct of the schoolboy tends to fade away. Then, too, school training should help much in the matter of self-discipline and self-control. The present feeling among those who would reform the old disciplinary methods is, so far as I can gauge it, that, as school is a half-way house between home and adult life, school should be rather less different from them both than it has hitherto been. Boys or girls emerging from a school

where they have been governed always by older people—taught by them, rewarded by them, and punished by them—are like ships adrift without a rudder. They ought to manage themselves to a much greater extent, pass judgment on each other, and learn by experience the reason for rules and the best ways of punishing their breach. In this way they are prepared to face life with more self-reliance, it is said, while the control which the masters and mistresses exercise, becoming advisory instead of formal and arbitrary, is a more real one, more closely resembling the relations between older and younger people in after life.

And so we have experiments being made in "self-government," with interesting results; for no one can say—to-day, at any rate—that head masters and head mistresses are "behind the times" in their desire to try new ways, and to understand their pupils from a new view-point.

Those head mistresses who have found the experiment a failure report that it has been because the girls themselves found the sense of responsibility too heavy, preferring to rely still upon the maturer judgment and riper experience of their teachers. Probably here, as in many other cases, the surest and the best course to pursue is a mid-way course. The old school life was not free enough; the new may be too free, but in lesser matters, at any rate, a degree of self-discipline and self-training is not only allowable, but advisable, that the school herd, when it scatters, may break up into units not without the power to guide their own destinies. Only let us beware of destroying too absolutely the good old-fashioned reverence for their elders which, in spite of all that is said against it, helps to keep life sweet for the young.

Another reform, very strongly advocated by some at the present time, has as its object the closer assimilation of school and home—that of co-education. This, it is felt, would be a more natural and wholesome way of beginning life for young people than the present method of separation of the sexes. Boys and girls would, it is urged, learn much that is good from each other, and the companionship and rivalry in work and play would lead to healthy friendships and a sound relationship generally between the sexes. It is, I think, perfectly true that the experiments made in co-education in the United Kingdom have been, on the whole, very successful; but it must, at the same time, be remembered that such schools are comparatively few in number, and are directed by enthusiasts who do their work well, while the universal adoption of the system in other countries has not had always so desirable a result. Moreover, there are advantages in the present system not to be overlooked. There is much less risk about it, and, while an ideal co-educational school may rise to heights that the separated school cannot attain, it is likely that the ideal might sink to depths which the others avoid.

It would be very delightful to be able to feel that one of these reforms, or even all of them, which I have indicated would get for us what we want, and secure just the right relation between school and life. But neither one nor all of them will do that—only a change of heart in the country, as a whole, towards education, and a recognition of it as a vital human asset, and of those who give it as not only essential, but also pleasant, members of the human family.

Never has the school mattered more to national life than it does at present, and never has there been a time when sympathy and understanding are so much needed between the nation at large and the teachers. The hope of the future rests with the young, with the boys and girls who are going to reconstruct the world, and a graver responsibility even than usual rests upon teachers and parents. And on the top of this comes the fact that the supply of teachers is not meeting the demand, and that there is a growing unwillingness among the new graduates of the universities to enter the teaching profession. If I might close with a word on this subject I should be grateful, for it has, in my view, an intimate bearing on the relation of schools to life. Schools depend ultimately upon personality: otherwise children could be taught quite competently by gramophone records. Whatever a child gets from her school comes to her through the teacher, coloured by

(Continued on page 660.)

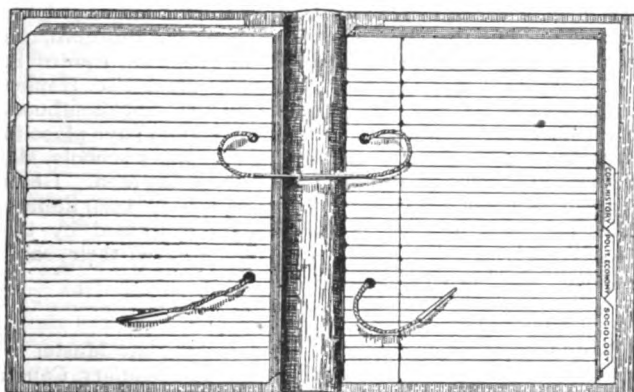
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the teacher's point of view, enriched or impoverished by the medium through which it has passed. An inferior teacher can darken, as much as a good teacher can brighten, a child's horizon.

That so few students are becoming teachers just now is, I believe, not mainly due to reasons of salary; it is because they see the hardships, difficulties, and drawbacks of the profession more clearly than they see its compensations. They see themselves forced to live a life apart from their friends of different professions, their evenings given up to corrections and preparation, their long holidays coming when other people are at work. They see themselves banished, perhaps, to towns where local society has no welcome for them, where they have only their companions on the school staff for friends, and, finally, they see themselves becoming pedagogues only, whose one focus of thought is the school and their work. If there is any foundation of fact in this somewhat dreary vision (and I think there is, though the blame for it rests not on one side only), then it is for us all to mend what can be mended in a teacher's lot, for no truly humane education can be given by a teacher whose outlook is unduly and unnaturally limited and narrowed.

The right relation between school and life can be attained only when two conditions are fulfilled: when to those who teach their profession is a vocation, and the love and confidence of their pupils a reward beyond price, and when those who do *not* teach are ready to accept in their midst those who *do*, and to make them feel that, in the best and truest sense, they belong to the world.

PERSONAL PARAGRAPHS.

DR. GREGG, Bishop of Ossory, recently appointed as Archbishop of Dublin in succession to the Most Rev. Dr. D'Arcy, was a scholar of Christ's College, Cambridge, and formerly Archbishop King's Lecturer in Divinity at Dublin University. He succeeded Dr. Bernard as Bishop of Ossory in 1913. Canon Day, Rector of St. Ann's, Dublin, who follows Dr. Gregg as Bishop of Ossory, was also educated at Cambridge, and has had a wide experience in London, India, and Dublin. He is well known in Dublin for his work in connexion with the Boys' Brigade.

THE REV. W. H. BENNETT, whose death, at the age of sixty-five, is reported in the press, was among the first Nonconformists to be elected a Fellow of his college. He was educated at the City of London School, the Independent College, Manchester, and St. John's College, Cambridge. In 1888 he was appointed Professor of Hebrew and Old Testament at Hackney College, and occupied simultaneously, for over twenty years, a similar post at New College, Hampstead. He became Principal of the Lancashire Independent College in 1913. Dr. Bennett was a member of the Senate of London University from 1907 to 1913, and was the first secretary of the Theological Board. He was a leading Free Church exponent of Biblical scholarship, and his reputation as a scholar extended far beyond Free Church circles.

THE valuable services of Dr. Roux, who is at the head of the Pasteur Institute, has been publicly recognized by the award of the Grand Cross of the Legion of Honour. It was the patient work of Dr. Roux which made it possible for Yersin to discover the bacterial toxins, for Behring to perfect the modern treatment of diphtheria, and for Vaillard, Calmette, and Borrel to prepare their serums. Again, the decision of the Institute to continue the sale of serums and cultures without increase in price has conferred great benefits on many, and was largely due to Dr. Roux.

MR. R. H. GRETTON, whose appointment as Vice-Principal of Ruskin College is just announced, was educated at Magdalen

College, Oxford. He was formerly London editor of the *Manchester Guardian*, and has since been engaged in historical research. During the war he served as a private in the R.G.A. and with the Labour Corps in France, and in 1918 he became one of the original staff of the Army Education Department at the War Office. Mr. Gretton is the author of several historical works, and is well known as a lecturer of the Workers' Educational Association.

THE sudden death of the Rev. J. C. Whall, Vicar of Hope-say, Salop, will be deeply regretted by many members of the teaching profession. Educated at Sidney Sussex College, Cambridge, of which he was a foundation scholar and exhibitor, he began his scholastic career as an assistant master at the Surrey County School, Cranleigh. Afterwards he gave service as a master at King Edward's School, Bromsgrove, as warden of Christ's College, Hobart, Tasmania, and as master of the Lower School, Queen Elizabeth's School, Ipswich; and in 1891 he accepted the position of Chief Inspector of Religious Education in the diocese of Worcester.

MR. R. P. G. WILLIAMSON, who has been appointed to succeed Dr. W. Ludford Freeman as Director of Education for Stoke-on-Trent, has been prominently associated with the educational life of the Potteries for the last twenty years. He was educated at Glasgow University, in the days when Lord Kelvin, Sir Richard Jebb, and Prof. Caird were members of the academic staff. After holding positions as an assistant master at Dennistown Secondary School, Glasgow, Alloa Academy, and the Pupil-Teachers' Centre, Bradford, he became principal of the Hanley Pupil-Teachers' Centre in 1900—a time when, in education, as in so much else, Hanley was setting so vigorous an example to the neighbourhood. In 1912, when the pupil-teacher centre system gave place to the preliminary training of teachers in secondary schools, Mr. Williamson became Inspector of Schools for the area. He is an accomplished classical scholar and a man of keen literary tastes, and his appointment is warmly welcomed by the teachers in the area, many of whom received their early training under his supervision.

By the death of the Rev. C. H. W. Johns, late Master of St. Catharine's College, Cambridge, and Residentiary Canon of Norwich, a notable figure has been removed from university circles. Dr. Johns was an old pupil of Faversham Grammar School, and he took his degree as 27th Wrangler in 1880 at Queens' College, Cambridge. During the next seven years he held appointments in succession as second master at Horton College, Tasmania, as assistant at Paston Grammar School, and as tutor to St. Peter's College, Peterborough. After serving as curate at St. Botolph's, Helpston, he returned to Queens' as assistant chaplain, and became Edwardes Fellow and Lecturer in Assyriology until he was elected Master of St. Catharine's in 1909. For some years, also, he was Lecturer in Assyriology at King's College, London. Dr. Johns carried out much original research in Assyriology. His work on the monuments in the British Museum, his reports on the numerous tablets entrusted to him from private sources, and his publications, including the three volumes on "Assyrian Deeds and Documents," placed him in the front rank of European and American Assyriologists. He was a genial and kindly scholar, always ready to help his students, and his effective work as a reformer in university matters makes his loss the more keenly felt at Cambridge during the present reconstruction period.

THE appointment of the Rev. H. J. White, M.A., D.D., Professor of New Testament Exegesis at King's College, London, to the Deanery of Christ Church, Oxford, in succession to the Very Rev. T. B. Strong, D.D., has been approved by the King. Dr. White was Vice-Principal of Salisbury Theological College

(Continued on page 662.)

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* * *

DR. S. WATKINS, of the University College, Cardiff, is publishing, in pamphlet form, his paper on "The Relation of Education Authorities to Modern Educational Progress," which attracted so much attention at the Educational Conference held in Cardiff last November. An enthusiastic educationist, Dr. Watkins acted as local Secretary to the Educational Science Section of the British Association meetings at Cardiff, and at the Annual Meeting of the Welsh School of Social Service he was entrusted with the subject of adult education.

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TOPICS AND EVENTS.

ADMISSION TO TRAINING COLLEGES.—The complicated conditions under which various examinations have been accepted by the Board of Education as qualifying for admission to a training college, and for recognition as an uncertificated teacher, have long been a source of trouble and annoyance to everyone concerned; and it is a distinct gain that, by the terms of Circulars 1166 and 1171, the certificate of any approved First Examination, if obtained after July 5, 1920, will now be accepted for the purposes in question, and that similar certificates obtained before that date will be accepted on certain reasonable conditions. This simplification of procedure removes the cause of endless waste of time, misunderstanding, and delay.

SPECIAL SCHOOLS.—Local Education Authorities have on the whole fulfilled their duties towards blind, deaf, crippled, and epileptic persons so far as the establishment of special schools is concerned. The trouble about these unfortunate persons is that, e.g., a blind child on leaving the special school at sixteen is not an efficient worker, and cannot be expected to be a wage-earner until he has received a thorough training and has also had time to acquire the speed essential to a successful worker. The training institution, in fact, is an essential link between the special school and the workshop; this position is fully recognized by the Regulations recently issued by the Board of Education for the training of blind, &c., students. In order to secure better and more extended facilities, the Board have decided to modify and substantially to increase their grants in aid.

AMENDING REGULATIONS FOR TEACHERS.—The Board of Education have published the draft of an amending regulation of the Elementary Education Provisional Code, 1919. The modifications of existing regulations provide *inter alia* that all cases of summary dismissal of a teacher should immediately be reported to the Board, with full particulars; that the exclusion of children under the age of compulsory attendance shall be deemed to be exclusion "on reasonable grounds"; and that the services of a certificated teacher as organizer or demonstrator may be valid for purposes of endorsement, though not for purposes of superannuation. Noteworthy modifications are also made in regard to the employment of supplementary teachers. The Board may now make it a condition of the employment of such teachers that suitable provision be made for enabling them "to prepare and improve themselves for the practical work of teaching."

LECTURES AND CLASSES FOR LONDON TEACHERS.—The programme of lectures and classes for teachers for the session 1920-21 has been issued by the L.C.C. Education Committee in the form of a handbook. The lectures, which are remarkably varied in character, are designed to be of value to teachers in their work in the schools. The classes have been arranged to fulfil several purposes—to improve a teacher's knowledge and skill in respect of some specific subject of the school curriculum; to improve his appreciation of the aesthetic subjects of school work; and to widen his outlook and to bring him into contact with authorities in different branches of learning. The lectures are available to all London teachers irrespective of the particular institution at which they may be engaged. Other teachers will be admitted where accommodation permits. It is impossible here to enumerate the large number of courses of lectures which deal with art, domestic subjects, economics, English literature, foreign literatures, geo-

graphy, history, mathematics, music, pedagogy, and science. There is an imposing array of distinguished lecturers, among which we notice the names of Sir Israel Gollancz, Mr. William Archer, Sir Charles P. Lucas, K.C.B., Lord Robert Cecil, and Profs. John Adams, A. N. Whitehead, W. D. Halliburton, and C. Spearman, to name only a few.

VACATION COURSE FOR MUSIC TEACHERS.—A large number of teachers of both sexes attended the Vacation Course for music teachers held at Streatham Hill High School (G.P.D.S.T.), London, during the week September 6-11. This course of lectures was designed to show the practical application of music teaching in all its branches: musical appreciation, aural training, instrumental teaching, and singing. Mr. Stewart Macpherson, R.A.M., dealt with musical appreciation, and showed the historical development of great composers, from Beethoven to Debussy. Miss Elsie Murray illustrated her lectures on aural training throughout the school by giving typical lessons. These commenced with the teaching of rhythm to children five to seven by means of movement and by the use of percussion instruments, and led to training in the writing of original tunes and harmonies. Mr. Frederick Moore gave a series of most instructive talks on piano technique; and Mr. James Bates, of the London College of Choristers, added valuable matter on the singing class. The lectures of Mr. Moore and Mr. Bates were made most interesting and enjoyable by the addition of many illustrations by their pupils. Miss Dorothea Webb's recital of folk-songs was delightful in selection and rendering. The Gramophone Company showed instruments and demonstrated their use in schools.

CAMBRIDGE LOCAL EXAMINATIONS.—The Class Lists of the Cambridge Local Examinations held in July show that the total number of candidates entered was 7,756, exclusive of 1,346 who were examined at Colonial centres. 183 candidates were entered for the Higher School Certificate Examination, which was held for the third time on this occasion; 113 of these were successful. Distinctions were gained by 2 candidates in Latin, 1 in Greek, 9 in French, 1 in German, 1 in Spanish, 3 in English, 3 in History, 11 in Mathematics, 2 in Physics, 7 in Chemistry, 1 in Biology, and 1 in Religious Knowledge. The Marmaduke Levitt Scholarship has been awarded to R. A. R. Tricker, of Ipswich Municipal Secondary School for Boys. Exhibitions at St. John's College have been awarded to T. H. Foster, of Tavistock Grammar School, and to P. N. H. Palmer, of King's Lynn Grammar School. In the Senior Examination, 1,808 boys and 1,751 girls passed, First Class Honours being gained by 120 boys and 44 girls; exemption from the whole of the Previous Examination was gained by 299 boys and 206 girls. Of the junior candidates, 414 boys and 448 girls satisfied the examiners, 27 boys and 3 girls being placed in the First Class. In the Preliminary Examination 199 boys and 244 girls passed.

CIVIC EDUCATION LEAGUE LECTURES.—To meet the increasing demand for a wider knowledge of modern civics, the Civic Education League is organizing a course of twelve lectures on "The Foundations of Civics" for the autumn term. The lectures will be given by Miss E. M. White, Lecturer on Civics at the Municipal Training College, Brighton, on Friday evenings, commencing on October 1, at Le Play House, Belgrave Road, S.W.1. The syllabus is most promising, and covers: The scope and purpose of civics; the study of civics and the mistakes to avoid; the family as a social unit and its development; the village; towns and cities; history and administration of local government; the State—its functions, problems, and services; the workers and their problems; education; the British Commonwealth; social idea of the present times; spheres of reorganization and standards of reform. The presentation of the questions of civics, and the inculcation in school children of the precepts of citizenship, is beset with pitfalls, and the efforts of the Civic Education League should therefore receive hearty commendation. The lectures will be of special interest not only to teachers, but also to all social workers and speakers on citizenship.

BOLTON SCHOOL ADOPTS SERBIAN ORPHANAGE.—Through the "Save the Children Fund," the girls of Bolton School, the head mistress of which is Miss M. H. Meade, have "adopted" Monastir Orphanage, which is one of the branches of the work of the Serb-Croat-Slovene Child Welfare Association operating throughout Jugo-Slavia (Greater Serbia). The work at Monastir has a special historic interest, because it formed the nucleus from which the whole scheme for the protection of the Jugo-Slav children arose, and many of the children now in the home were taken from Monastir to Voden in Albania during the time when the Serbs were fighting round Monastir.

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THE PUBLIC SCHOOLS IN A NATIONAL SYSTEM OF EDUCATION.*

By FRANK FLETCHER, M.A., Head Master of Charterhouse.

I SHALL begin by asking you to make, or to allow me to make, three assumptions. I shall assume that we know what we mean when we talk about a national system, though it would take some time to explain it. I shall assume again that we have a more or less definite idea what we mean by the public schools, though an exact definition would be a matter of considerable difficulty. Thirdly, I shall assume that the public schools stand for something in education which is of real value to the nation, that their characteristic type is one which it is both the interest and desire of Englishmen to preserve. The third assumption will perhaps seem the greatest to some people—to those who take their ideas from schoolboy novels and newspaper correspondence; but, in putting it forward, I speak, though perhaps not without prejudice, yet certainly not without experience, and, if you do not allow me to make it, I shall merely be wasting your time and mine in the rest of this paper.

At the same time, I hope that in the course of what I have to say I shall succeed in making clearer what my conception of a real national system would be, what I regard as the characteristic marks of a public school, and why I believe the type to be of national value.

We are, of course, a long way yet from any really national system of education. Even in respect of elementary education the system is only fifty years old, and secondary education is still in its infancy. It is still the exception, and not the rule, for a boy's or girl's schooling to be continued after the age of fourteen; but I suppose none of us here will

* Paper read to the Educational Science Section of the British Association at Cardiff on August 27.

feel satisfied with any system which does not provide somehow or other opportunities of full and continuous education up to eighteen: I will not say to *every* boy and girl, but to everyone who is capable of profiting by it. To let the education of the great majority of the children of the country begin and end with an elementary knowledge of reading, writing, and arithmetic is to furnish them with tools—edged tools—without teaching them how to use them, and without taking any steps to prevent them from going rusty by disuse.

The recent Education Act, which comes into working at the beginning of next year, marks a small, but very important, step forward in the direction we must all desire. It is itself a stage in the process by which the State had gradually been taking on itself the responsibility for secondary as well as for elementary education. Up to now the only children for whom secondary education has been provided have been those whose parents could afford to pay for it, and the increasing but still comparatively small number who were sent on from elementary to secondary schools at the public expense.

The last twenty years, as we know, have seen a great increase in the number of children so provided for; it has been a period marked by the building of new secondary schools throughout the country, and the extension of State aid and partial State control to a large number of existing schools. I need not dwell at length on the process by which these schools, for the most part grammar schools with, at any rate, a large proportion of day boys and strong local associations, have been drawn into the State system. The rivalry of the State-built schools created new financial demands, which existing schools could not meet without State aid; and in return for that aid they were required, not unnaturally, to accept a measure of public control, and to make a definite contribution to the national system of education by receiving boys from the elementary schools.

The arrangement was not accepted, as you know, without much heart-burning and anxiety on the part of the schools so absorbed. They feared the tyranny of the inspector; they feared the fussy, and often unintelligent, interference of local authorities; they feared that the traditions and character of their schools would be swamped by the invasion of a large number of elementary scholars. The success or failure of the experiment has naturally varied with the wisdom and unwisdom of the personalities involved.

So much is matter of common knowledge to all who know anything of the recent history of our education. The result was a system of secondary education by which the great majority of the schools were more or less under State and local control, with a definite function in local education. There remained a very important minority—the big boarding schools of the country, of which the so-called public schools are the chief representatives.

These are essentially non-local; they do not draw their boys from one limited area, but from all parts of England, Scotland, and Ireland—indeed, from the whole Empire. They are fed, not by the State elementary schools, but by a large number of privately managed preparatory schools throughout the country. They are self-supporting, maintained by the fees paid by parents; hitherto they have been independent of State aid, and therefore, in the main, of State control.

This statement requires some little modification. A school like Charterhouse is not, of course, completely independent of the State. It is administered by statutes which cannot be altered without the consent of King in Council and of Parliament; it cannot borrow money without leave from the Board of Education; it is inspected from time to time either by the Board of Education or some body approved by it, and this inspection, formerly accepted for other reasons, is now required by the new Education Act.

It will not, I hope, be denied that these schools do national work; but, except for the restrictions just mentioned, they can hardly be counted as part of the national system. At the same time, they are drawing more and more into touch with it: the last ten years have seen a great change in the relations between these schools and the State. Until comparatively

recently, the Board of Education and the public schools stood over against one another in an attitude not, I hope, of hostility, but certainly of mutual ignorance and suspicion. But "*nous avons changé tout cela*"; and the change from suspicion and aloofness to a cordial understanding, alliance, and co-operation has been for the advantage, not only of the public schools, but I hope also of the Board itself. It has been a gradual process, but it has received its greatest encouragement in the last few years, during which the Board has had for its President a real teacher and educational expert, under whom all the best educational influences in the Education Office have been set free to do their beneficent work.

The question of the relation of these schools to the State has been raised recently in a very important and interesting way by the Teachers' Superannuation Act of 1918. This Act, intended to provide pensions to all teachers in grant-aided schools, was altered in Parliament so as to admit to its benefits any school not run for private profit which was unable out of its own resources to maintain a satisfactory pensions scheme, and which fulfilled certain conditions laid down by the Board of Education. Of these conditions, as so far laid down, the most important is a requirement to "co-operate in the public system of education by admitting as day boys or boarders pupils nominated by local education authorities or by governing bodies of grant-aided schools."

Now, it is certain that a considerable number of the public schools are "unable, out of their own resources, to provide a satisfactory pension scheme," and, if they are to attract good masters and pay them adequately, they must either raise their fees or apply for State pensions. It is practically certain that some will take the latter step. This will create a new situation: it will bring into the State system a new type of school which is essentially non-local, and the regulations hitherto adapted to local schools will have to be translated into a new language to suit the new type. It is still uncertain what this language will be, and what will be the precise conditions under which the L.E.A. nominees will be admitted.

But, meanwhile, the public schools, on their side, led by those who will not or cannot apply for State pensions, have taken a step forward. We felt that, to have the public schools divided into two classes—a majority who received State pensions and, in return, co-operated in the national system, and a minority who neither received nor gave anything—would be a very unhappy and invidious position for both sections. Those of us who were not eligible for State pensions, and had no intention of applying for them, were anxious that no action taken by us in standing out of the Act should hamper or reflect upon the schools which were compelled for financial reasons to ask State assistance; that no excuse should be given to people who were foolish enough to see a distinction of status or social standing between those who came under the Act and those who did not. But we were still more anxious that we should not be excluded from rendering service merely because we did not need or desire payment. It may or may not be a serious thing for a school like Charterhouse to be excluded from receiving State pensions; it is a *very* serious thing to be excluded from opportunities of rendering service to the State in direct connexion with the national system.

Accordingly, last year, on behalf of the public schools which are excluded from the benefits of the Act, I went with the head masters of Eton and Harrow to interview the President of the Board of Education, with an offer of national service from our schools similar to that which would be demanded of those receiving State pensions. Practically our offer came to this: Tell us what form of service in connexion with the national system you would demand of us if we were definitely under you, and we will do our best to render it.

You will see that what we had primarily in our mind as our contribution to the national system was some arrangement by which our schools might become more accessible: might open their doors to classes which hitherto, by their circumstances, not by any wish or arrangement of ours, have been excluded from them. Mr. Fisher, in his answer to us, and in a long

letter which I circulated among all the public schools, recognized that this was our offer, and made various suggestions as to services which we might render.

The problem of admitting to the public schools boys corresponding in some way to the "free-placers" of the State-aided secondary schools is not an easy one. The schools which have hitherto received them are, as I have reminded you, primarily day schools with strong local connexions. The public schools are essentially non-local, and mainly boarding schools. This fact raises difficulties at once financial and educational. To give the new type of boys whom we are considering a fair chance of the full advantages a public school offers they ought, in most cases, to come as boarders. They must enter, not as aliens and sojourners, but as full citizens, with full privileges of membership. But boarding schools are necessarily expensive, and I fear increasingly so, and will many County Councils and local education authorities be prepared to meet the necessary expenses for maintenance? Even if, as I hope would be the case, funds could be provided from the schools themselves to meet the contribution of the education authority, the cost to the latter would not be light, and the number of boys who could be sent to such schools would be a small one.

That is the financial difficulty—considerable, but not, I hope, insuperable. The educational difficulty is more serious. All experts whom I have consulted—among them Sir Robert Blair, the Parliamentary Secretary of the N.U.T., Sir James Yoxall, and an Inspector of Schools for Surrey—agreed that boys could not pass directly from an elementary school to a public school. The normal age of transference of county council scholars from elementary to secondary schools is eleven and a-half; the normal age of entry to public schools is thirteen and a-half; and, as our elementary schools are at present constituted, no boy by staying at them till thirteen and a-half could possibly qualify for the work he would have to do in even the lowest form of a public school. It follows that there would have to be an intermediate stage at a secondary school. Against this suggestion a protest was raised by the head masters of these secondary schools, who objected to the use of their schools as a passage, and feared that the public schools would skim off the cream and leave them with only the thinner milk. To meet this difficulty, Mr. Fisher suggested that we should concentrate our attention not on the larger schools in populous districts, but on rural areas with only small secondary schools, in which only one type of advanced education could well be given. In any such area there may often be one or two boys of promise whose bent does not happen to coincide with that of the school and its head master—mathematicians or scientists whose head master was mainly interested in literature—or more often boys with a literary bent under a scientific head master. To such boys the chance of admission to a public school large enough to give a liberal and advanced education in all subjects might be of infinite value.

It may seem to you, as it seemed to us, a small thing to do in comparison with what we offered, and it is too early to say yet what will come of it. So far we have done little beyond exploring the ground. The important fact is that, if there is in any quarter a demand for public-school education on the part of classes which have hitherto not received it, the authorities of these schools are anxious to offer opportunities and, in conjunction with those responsible for national education, to find a way of satisfying the demand.

Meanwhile we are considering also, at Mr. Fisher's suggestion, what other forms of alternative or additional service we might render. He asked for our co-operation in the training of teachers and in the inspection of secondary schools. He asked the big public schools, when the choice is presented to them of inspection by one of the universities or by the Board of Education, to choose the Board, so that those who inspect the smaller secondary schools may have had experience also of the organization of the large public schools, and may act as a sort of clearing-house of ideas between the different types of school, enabling each to learn from the other, and the Board of Education, I hope, from both.

In all this we shall readily co-operate. Winchester was

inspected by the Board of Education this summer, and Charterhouse is about to invite them. In a variety of other ways opportunities of co-operation are being found. That splendid institution, the Workers' Education Association, owes much in various parts of the country to public-school masters, who give up many hours of their time to helping with tutorial classes and lectures. I hope, too, that some of the continuation schools which are to be started under the new Act may be associated with the public schools in one way or another. I know of one scheme in South London by which one of the old public schools hopes to lend for this purpose, not only a building belonging to the School Mission, but also the organization of the Boys' Club which meets there, and thus to associate with it the name, and something of the traditions, of the school itself.

In every way we are feeling after such a connexion with the growing national system as may enable us to do service, as far as possible, to all classes of the community, while preserving that individuality which is of the essence of our existence. But it is to be remembered that the so-called public schools are but few in number compared with the secondary schools of the country; and, however accessible they may be made to all classes, they cannot cater for more than a minority of the boys of Great Britain. They can best contribute to the service of national education by faithfully preserving whatever is best and most characteristic in their traditions and system, while welcoming every opportunity of co-operating with, and learning from, the new type of schools that the State is setting up. The two types must necessarily act and react on one another; masters will pass from us to them and from them to us, and our boys compete for the same examinations and mingle in the same universities.

The public schools have much to learn; they have also something to teach. They have evolved a method of education of whose essence it is that the school is an individual community, which embraces every side of a boy's life and not his lessons only. Its primary gift is the sense of membership; its characteristic mark is that, by means of strong public spirit, it teaches individual self-respect. If a school is not doing that, it is not, in the true sense of the word, a public school; but whenever it does, then, whether it was founded last year or three hundred years ago, whether called a public school or not, it has the root of the matter in it. In the middle of last century a number of schools were founded which sprung almost at once into the rank of public schools side by side with the old foundations—Marlborough, Wellington, Clifton, and many others. The big day schools, new or old, have shown that they can foster the same spirit. If those who are administering the new secondary schools of the country are working, as I know many of them are, with the same ideal, they are building up the public schools of the future, and the great contribution of the old public schools to the national system will have depended not on the boys they have admitted, but on the tradition and example which they have set for the whole of English education. We need not desire too great uniformity of system: what matter diversities of operation and administration, if there be the same spirit in all?

EVENING SCHOOL OF GEOGRAPHY.—Students desiring to join the Evening School of Geography at University College, London, should apply to the secretary as early as possible, stating in their applications the nature of the qualifications that they submit for admission to the course. The first term opens on Monday, October 4. Prof. E. J. Garwood will give a course of about fifty hours on the Physical Basis of Geography; Mr. M. T. M. Ormsby, a course of lectures and practical exercises on instruments and maps, with special reference to the use of plane table, prismatic compass, clinometer, aneroid barometer, and to the drawing of relief sections, the conversion of contour into hachure, and the cartographic expression of given data; and Prof. L. W. Lyde, a course of about thirty hours on a regional survey of the world, with special reference to economic geography. The University of London grants an Academic Diploma in Geography to students who have satisfactorily attended a course of study approved by the University.

EDUCATION AT THE BRITISH ASSOCIATION.

THE meetings of the Educational Science Section of the British Association at Cardiff, on August 24 to 27, were held under the presidency of Sir Robert Blair. For all engaged in teaching, whether in the school or in the university, the programme was most attractive. The excellence of the papers read, the wide scope of the discussions, and the inspiring nature of the proceedings generally, were thoroughly appreciated by all members of the teaching profession in attendance. The President's address opened out the possibilities and methods of a really national system of education, scientifically organized and maintained, and the papers read all combined in their various ways to elaborate such an ideal.

Sir Robert Blair, in his presidential address, dealt with two of the wider aspects of educational activities belonging to the spirit rather than to the form of the educational system:—(i) the science of education; (ii) the necessity for the closer association of the various educational institutions and the local authorities. He said that the moment had now been reached when education itself should be made the subject of a distinct department of science. When teachers have demonstrated that their art is in fact a science, then, and not till then, will the public allow them the moral, social, and economic status which it already accords to other professions. Educational science has hitherto followed two main lines of investigation: first, the evaluation and improvement of teachers' methods; secondly, the diagnosis and treatment of children's individual capacities. The key-note of successful teaching is to adapt the instruction to the individual child, and the needs and capacities of the individual child must first be discovered. The subjects taught and the method of teaching have considerably changed during recent years. Far less emphasis is now laid upon the disciplinary value of subjects, and upon an advance according to strict logical treatment with children of successive ages.

Increasing emphasis is being laid upon mental and motor activities, upon emotional, moral, and æsthetic activities, and upon freedom for individual effort and initiative. Three groups of Institutions—the Public Schools, the Universities, and the Endowed Grammar Schools—are national, but, with the exception of those grammar schools which have undertaken to bear their share in local work, they form no part of the national system administered by the local education authority. While control is obviously impossible, some direct and close association, rather than indirect and remote, is desirable; association in teaching rather than in administration. A further group—the efficient private schools—whether run for private profit or not, do reduce the provision to be made by the authority. They are, therefore, to this extent contributing to the public service, and in return the authority can confer advantages through close association with its organization. The spread of educational advantages is the hope of all, and all educational and social forces should concentrate in one national effort. It is our duty to develop the intelligence and the spirit of social service in our whole population in complete confidence that the solidity of the English character, fortified with such weapons, will maintain and expand that civilization which has brought us so far, and which we owe to posterity to hand on not only unimpaired, but broadened and deepened by new streams of thought and action.

Presenting a report on Training in Citizenship, Bishop Welldon emphasized the great need for systematic training at the present time. He maintained that education is of little value without a true conception of citizenship.

The secrets of public school spirit—duty for duty's sake; to play the game; success or honour of the school in work and play—are not limited to those schools. A noble state is built only on the basis of noble private lines. The interest of the nation demands unity of the nation without sectionalism. A comprehensive syllabus, and a description of schemes now being worked in various types of schools in different parts of

the country, was supplied with the report. He hoped that it would be possible, with the sanction of the Association, to publish a handbook following the syllabus.

An interesting discussion, most helpful to teachers, followed. Sir Napier Shaw referred to the meaning of citizenship and our present training for it. He would say that "Love of power is the root of all evil"—power to create or destroy. Man is a social and a destructive animal, and a basis of our social order should be that of the limiting of destroying power.

Mr. Spurley Hey's paper on "The Supply of Teachers" gave facts, criticisms, and suggestions, which should weigh heavily in the minds of both administrators and teachers. His figures fully proved how serious the shortage was in quantity, and, to a lesser extent, in quality also. He frankly criticized the Board of Education, whose policy in 1907, of constituting the secondary school as an almost exclusive avenue for teachers, had seriously hampered the supply; the local education authorities for not conserving their own supply; and the teaching profession for its apathetic and sometimes hostile attitude to the creation of a new supply. He appealed to the profession to replace selfish interests by national interests, and to the missionary spirit of social service. He advocated a more generous system of grants for intending teachers, and the institution of penalties for local education authorities who failed in their duty, and advised the appointment of administrative recruiting officers to get in touch with the elementary schools and to encourage the pupils to enter the profession.

Admirable papers on "The Relation of Schools to Life" were given by Mr. A. Linecar, Mr. J. M. McTavish, Mr. R. A. Bray, and Miss Strudwick.

Mr. Linecar urged that schools should induce capacity for life before inducing ability to earn a livelihood. He advocated a general principle governing all school work, such as "Induce in pupils the power of concentration of mind." Multiplicity of subjects would then disappear; we should have instead various postures of one endeavour. He described one school worked on this plan, the change from stolidity, strict discipline, and extreme accuracy, to an enthusiastic spirit of endeavour.

Mr. McTavish spoke from the Workers' Educational Association standpoint and made a powerful plea for the study of the problem of civilization. He said that all pass through adolescence; therefore all require education of a suitable nature (secondary education).

Mr. Bray dealt with the problem as viewed from the industrial aspect. He argued that the workshop must carry on the influence and ideas laid down in school life. The Education Act transformed "youthful workers" into "youthful workers in training," but the tendency of industry was still to regard them as adults. The duty of the schools is not to prepare the child for industry, but rather industry for the child.

Miss Strudwick's paper appears in full on another page.

At a joint meeting with Section E (Geography), Prof. J. L. Myres, in a paper on "The Place of Geography in a Reformed Classical Course," referred to the necessity of a drastic revision of classical teaching following the recent decision concerning compulsory Greek, and suggested an earlier acquaintance with ancient conduct and thought. The Mediterranean region was exceptionally suited to supplement, by contrast, homeland notions of geography, and being also the physical cradle of those ancient cultures, Hebrew and Graeco-Roman, which have most influenced our own; reformed "classical education" could well begin by illustrating, through ancient narrative and description, in translation, man's behaviour under these conditions, and his solutions of social and moral problems.

Dr. Vincent Naser's paper on "The International Intellectual Relations," stressed the importance of organizing students of varying nationalities at all the universities and of establishing local bureaux of information, under the supervision of university authorities.

At a joint meeting with the sub-section of Psychology, Prof. T. P. Nunn, in a paper on "The Tendency towards Individual Education," made a fascinating appeal for a greater

place for individuality in the educational methods in schools, and, in the words of the President, left the meeting with an appetite for more. He pointed out that education must effect a *modus vivendi* between two principles:—(1) that of "mental discipline," and (2) that of spontaneity, which requires the pupil to be his own educator. The second implies that the individual pupil is the proper unit for instruction, and that he should be free to go his own way at his own speed. For young children Dr. Montessori has solved the problem. For older pupils it challenges our school traditions and institutions, and involves a reconsideration of time tables and classes roughly on an age basis. The regular classes would have to be largely disbanded, and the pupils peripatetic.

Prof. G. H. Thomson's paper on "Do the Binet-Simon Tests measure General Ability?" gave an interesting account of the controversy on this question and of the various factors involved.

Dr. C. W. Kimmins followed with a paper on "The Dreams of Children who are physically Abnormal." He presented the subject as a valuable and fascinating field for research, and aroused much interest and enthusiasm. His comparison of types of dreams came as a revelation to many.

A very valuable report, by a special committee, on "Museums" was presented by Mr. H. Bolton. The place of museums in our educational system is now receiving great attention, and an endeavour will be made to publish the report, so that the teaching profession can consider the suggestions made and the information supplied.

The last morning session was taken up with four illuminating papers on The Universities, The Public Schools, The Training Colleges, and The Technical Schools, in a National System of Education. As was expected, the subjects attracted a crowded meeting.

The Right Hon. H. A. L. Fisher gave a survey of the present position of universities, the functions they had to perform, and the obstacles they would be compelled to overcome. The need for higher learning, he said, had never been more real or more keenly felt than to-day. He invited them to consider the general influence which universities exercised in promoting a spirit of liberal inquiry, as opposed to that rigid and exclusive system of dogma which centuries ago was the product of intolerant clericalism. Community of knowledge was the only form of communion to which no objection could be taken on the ground that it was visionary, or unstable, or practised with difficulty: it was also a prime condition of health and wellbeing.

In a democratic state, if it were a cardinal requirement of modern civilization that a career should be open to talent, then it followed that the universities should play a much larger part in the life of the people than historical accidents had hitherto assigned to them.

More than twenty-five thousand ex-Service men were now undergoing some form of higher education in universities and colleges, with the assistance of Government grants. The most significant feature of this was the fact that these students were children of parents who, without state assistance, would never have contemplated a university career for their sons. Their admission within the charmed circle would have the effect of spreading the university idea into distant social recesses never before touched by the arms of higher learning.

As research departments developed, a greater number of students from Canada, Australia, and South Africa would come for the advanced courses. Another form of recruitment would be provided in time by the development of new secondary grant-aided schools. It was to the universities that they must look for their highly trained men of affairs as well as for leaders in every branch of professional life.

The country needed more teachers for universities and secondary schools, and the quality of education given to the rising generations would depend upon the extent to which universities were enabled to put their impress upon these teachers. They might reasonably expect that universities should train principals and teachers of training colleges, should supply all teachers in secondary schools, and most of those in the continuation schools.

A university should succeed in some way or other in giving to all the more generous minds falling within the range of its influence, the notion of learning as a thing worth pursuing for its own sake, and as one of the highest ends which presented themselves to the efforts and the aspirations of mankind.

Mr. F. Fletcher then dealt with the Public Schools; his paper appears in full elsewhere in this issue.

Miss H. M. Wodehouse urged that it was most desirable that training colleges should be widened by amalgamating the training of teachers with other work—physical training, arts, crafts, agricultural, engineering, preparation for business, or secretarial work for social service and the like.

Principal J. C. Maxwell Garnett, in a speech delivered with fine force and assurance, elaborated his suggestion for the development of technical education and its proper co-ordination with schools and universities. His scheme, well thought out and illustrated by diagram, revealed him as an able enthusiast. He stated emphatically that it could easily be carried out at a total cost of one-tenth the annual drink bill, even though it presupposed maintenance allowance to pupils up to £150 per annum.

The proceedings closed with a visit to the Barry Summer School established by the Glamorgan County Council. The school draws teachers from all parts of England and Wales and from almost every type of school. This year some six hundred were in attendance, and they were seen working in full swing. The visit advanced the view that the Summer school has earned a well recognized position in a national system of education.

UNIVERSITIES AND SCHOOLS.

WALES.

As the result of a report from the University Grants Committee, the Treasury have made a special non-recurrent grant of £5,000 to this College to meet the initial expenditure, and an annual grant of £3,000, with the proviso that it is a grant in respect of grants which will ultimately be made to the University of Wales on the basis of a pound for a pound from the rates. The Swansea College has therefore been treated on the same lines as the other colleges in Wales. In some quarters there exists a strong feeling that immediate action should be taken to secure for the Welsh university colleges more generous treatment, as it is most unfair that English university colleges should be treated much more liberally by the Treasury. The Council of the College have appointed Prof. F. Bacon, from the Cardiff University College, as Professor of Engineering. The College is, therefore, fully equipped for the work in the departments of science and technology for the coming session.

The report of this committee has been completed, but no official information has been allowed to transpire as to its contents. According to the newspapers, the committee recommend the creation of a Welsh National Council to control all forms of education, and that school fees shall be abolished in secondary schools. If these surmises are correct, our secondary system will be very radically transformed, and many very interesting problems will arise. It will, however, be safer to wait for the publication of the report before indulging in any comments.

The results of the July examination have been published with commendable promptitude again this year, and in sufficient time to allow the successful candidates to make arrangements for entering the university colleges, should they so desire, at the commencement of the session. The senior certificates were awarded in accordance with the regulations laid down by the Examination Council, and many pupils were rather surprised to find that they were on the list of successful candidates with only two or three subjects endorsed on the certificate. They are at present somewhat mystified by the "group" method of passing. No statistics are available as to the percentage of passes, so that no comparison is possible as yet with previous years. It will be interesting to note the effect of the new system of awarding certificates on the general result, when this information is made public.

Swansea
College.

The Departmental
Committee on
Secondary
Education.

Central Welsh
Board
Examinations.

SCOTLAND.

In his annual report on the training of teachers, Mr. J. C. Smith, the Chief Inspector for Training Colleges, discusses the perturbing problem of supply with his usual vigour and clarity. If

The Supply of Teachers.

he fails to say anything that really takes the discussion further forward it is obviously because officially he cannot, or will not, face any considerable departure from the present system. He begins by postulating the need for six thousand to seven thousand new teachers, in addition to those required to make good normal wastage, and analyses the character of the supply needed for the several groups of pupils to make effective the Act of 1918. But his practical suggestions go no farther than some minor modifications in the terms of entrance to allow pupils to have a shorter training as junior students, or to dispense with this training altogether by adding a term to the present two years' course as senior students. Neither of these changes will add much to the supply.

In defending the *status quo*, Mr. Smith attempts to re-state the case for the junior student. It is an open secret that many of the teachers responsible for junior student centres have lost their faith

The Junior Student System.

in the system under which they work, as the strictures passed on it at the recent Edinburgh Congress showed. Mr. Smith argues that the prejudice against it is not due to inherent defects so much as to the greater esteem in which the Leaving Certificate course is held. He admits two serious objections: that it obliges boys and girls to make too early choice of a profession, and that the subjects of instruction are too numerous, or, at least, are spread too thinly over each year of the course. He agrees, in regard to the former, that it is not good to force or lure young people into the teaching profession if they have no vocation for it, and he intimates that the Department mean to meet the difficulty by leaving the door open a little longer, and enrolling candidates who have obtained the Leaving Certificate for a two years' course, *plus* a term. Regarding the criticism that the junior student course is overcrowded, he suggests the "condensation"—whatever that may mean—of science, drawing, and needlework into one or two years of the course. He anticipates that with such relaxations the junior student system will be found superior to any of the suggested alternatives for its specific purpose. But it is doubtful whether he will persuade teachers of this. There is a growing conviction that it is part of a plan for the production of second-rate teachers, good enough for infant and junior classes but not for higher work. Hence the demand that it come to an end, and that whatever training be given before entrance to the colleges should come after the Leaving Certificate and have as its main function the discovery of the pupils' probable fitness for a teaching career.

Mr. Smith does not shirk the awkward fact that the existing system is suspect among teachers. The issue, he contends, has been obscured by a too strong insistence on the solidarity of the teaching

The Two Years' Training.

profession, based chiefly on the analogy of medicine. Those who argue in this way overlook the fact that there are grades in the teaching profession to which nothing in the medical profession corresponds. Not only are there distinctions between teachers of general, special, and higher subjects, but even among teachers of general subjects distinctions exist, of which the most obvious is that between those (mostly men) who make teaching their life work, and those (mostly women) who take it up for a few years. The majority of the women, he goes on to say, are employed for a few years in infant and junior classes before marriage, and it is not seriously contended that they are incompetent for the work they do in the schools. In their case, the two years' course, preceded by three years in a junior student centre and followed by two years' probation, is quite good enough. Now in all this argument Mr. Smith may be right. But if he is to get his six thousand or seven thousand extra teachers, he has not only got to persuade the existing teachers, but he has got to make them so enthusiastic about the matter that they will exert themselves to get recruits for the profession. He must know that the prospects are not rosy. As a matter of fact, his frank statements about the women teachers have created a good deal of indignation, especially among the large body of women who have not found teaching a pleasant interlude between school and marriage; and there is a widespread disagreement, on the part of teachers, with his views on the permanence of the present gradations inside the profession. He will have to reckon with this in his campaign for more teachers.

If Mr. Smith could have been present at the mass meetings of primary teachers held in Perth and Glasgow at the beginning of the month he would have seen for himself the strong feeling that exists on the part of the rank and file of the profession in the matter of solidarity. The Primary Teachers' Provisional Committee, under whose auspices the meetings were held,

The Primary Teachers' Movement.

was a direct outcome of the sense of wrong engendered by the discrimination between graduates and non-graduates in the minimum national scales, and the desire for a removal of the difference in payment is still the most definite plank in its programme. But it has broadened its basis, and is now out for equal treatment for all teachers, both in salary and conditions. It asks for a maximum of thirty pupils in any class and as good equipment for primary classes as for secondary. Above all, it is bent on making an end of those differences in training which have broken up the profession into superior and inferior sections. There was more heat than light at both meetings, and that, indeed, is characteristic of the whole movement. There is no evidence of special capacity in the leadership, and practical ideas are scarce. But whatever is wanting it is not conviction in regard to the evils that are to be fought. That is the danger of the movement. In the absence of constructive ideas it may readily be a power for evil. But, whether for good or for evil, it is going to be a power. This has already been seen in voting for the representatives of the Institute on the Joint Council of teachers and authorities; and it was evident, too, in the appearance of a resolution on the agenda of the annual meeting of the Institute, urging that there should be only one means of entrance into the teaching profession, and deprecating any suggestion that future teachers with a two years' training should be considered sufficiently qualified for any of the departments in the schools. If the primary teachers really mean that, there will need to be drastic changes in the scheme of training before the extra teachers are forthcoming. Meantime the Institute runs serious risks of a cleavage between its primary and secondary members. The principle of equality is applied by the former to salaries. Their ideal scale is £250 rising by £20 to £500 for all recognized teachers, with £50 additional all through for secondary teachers. If the primary people try to force that on the Institute—as they can do if they unite—it is certain to be resented by the secondary teachers.

Those who condemn a movement like that of the primary

Vacation Classes.

teachers as inspired by sordid money motives, would do well to note the great zeal for a continuation of their own education which animates teachers just now. Surely a greater number of Scottish teacher-students have never attended classes than have done so this summer. Not only has there been a large enrolment at the usual classes for special subjects under the Provincial Committees, but there has also been a very exceptional patronage of the classes on a university standard held in Edinburgh University. Over five hundred teachers followed the courses on the ordinary M.A. level, and 144 undertook more advanced studies. In addition to this, large and enthusiastic classes in Gaelic studied under the leadership of university teachers in Glasgow and Inverness. All this is very much to the credit of the profession. But is it not a serious reflection on the previous education of the teachers? It is all very well to utter nice sentiments about teachers always remaining students, but the plain fact of the matter is that most of the people who went to these summer classes should have got the work they are doing now out of season in the course of their education and training. Vacation classes at the best are apt to be a third-rate substitute for timely study. In any case, attendance at the classes too often involves a considerable strain on energies which have been sapped by a year's teaching. The moral, surely, is that future teachers should be so well prepared for their work that the classes they take will be luxuries, and not, as with present teachers, an unfortunate necessity.

Dr. John Davidson has been appointed Director of Studies to

The Provincial Committees.

the St. Andrews Provincial Committee, in place of Mr. Malloch, who has been made Secretary of the new Central Committee for the Training of Teachers. Dr. Davidson has won golden opinions as Master of Method in St. Andrews during the last twelve years. The appointment is an excellent one.

The Glasgow Provincial Committee has taken the wise step of arranging that the students in training under its charge get a month of continuous teaching in schools near their own homes before starting the ordinary work of the winter. It is to be expected that this course, which was advocated in Edinburgh at the Institute Conference on the training of teachers, will be adopted and extended by the four local committees. The lack of opportunities for responsible teaching over a fairly long period has been one of the obvious defects of the present system of training.

IRELAND.

The new educational year has not opened very auspiciously.

A Critical Position.

There has already been a strike of teachers in a leading Protestant intermediate school in Dublin. Many schools are feeling the loss of

(Continued on page 672.)

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some of their best teachers, whose places cannot be filled. There is grave dissatisfaction with the position of Irish education as compared with Great Britain, and the Intermediate Board of Education, which has published its report for the past year much earlier than usual, exhaust the gloomy adjectives of the English vocabulary in trying to impress upon the Government the seriousness of the situation. And it is indeed critical enough. We are not by any means in the same frame of mind as we were a year ago. Then we faced the new year full of hope. Now we have learnt a lesson of disillusionment, and we face this coming year

"With thin-lipped patience for our only friend,
Sad patience, too near neighbour to despair."

The Intermediate Report offers no opinion on the Education Bill, but deals in some detail with the financial situation. Its criticisms are too long to quote in full, but some extracts will show their point of view. "The position (of Irish secondary education financially) is extremely critical and threatens a very serious breakdown throughout the country if ameliorative steps are not immediately taken. In our reports for the last three years we have emphasized the importance of increased grants, and have further, with ever increasing stress, called attention to the matter in a long series of letters to the Irish Government. The reply finally given to our repeated requests was that 'the settlement of the matter awaits the passage of promised legislation.' Almost eight months have passed since this reply was given; but the legislation is still in exactly the same position as it then was. Meantime matters have been getting steadily worse in the schools, and a complete collapse seems to be not far distant." "Out of a total of 1,349 lay teachers, only a hundred are in receipt of a salary of £200 per annum, and of these thirty-one are heads of schools; while about 30 per cent. of the whole number of lay teachers are in receipt of salaries of less than £100 per annum. The state of the majority of the assistant teachers can, therefore, be imagined when it is remembered that the purchasing value of £200 to-day is equivalent to that of about £80 before the war." "Already during the present year many schools have been compelled to stop the teaching of important subjects which had formerly figured in their curriculum, because they could not get a single applicant for the vacant post." "Recently an important and valuable step was taken by the establishment of a Register of Intermediate School Teachers in Ireland. At the very beginning of its career the Register is threatened with extinction, for it is almost ludicrous to suppose that men and women will go through the course of training necessary to qualify for registration while the conditions and prospects remain as they are at present."

The Report further points out that as the income of the Board is fixed, and as establishment charges must be met before what remains can be distributed as grants to the schools, the grants have necessarily decreased, since the cost of establishment (postage, travelling, printing, salaries, &c.) has inevitably increased. In fact, the schools received £10,000 less than two years ago. In 1917-18 the grants amounted to £141,038, in 1918-19 to £135,143, and in 1919-20 to £130,458. The Board point out that the cost of administration should in Ireland, as in England and Scotland, be borne by the Treasury, so that the school grants should not suffer in this fashion. They claim that in accordance with the Government's promise they "should receive an addition of about £140,000." The Report concludes: "One of the features of the post-war period throughout the whole civilized world is the emphasis which is being placed upon the urgent necessity for more and better education. It is in such circumstances deplorable that the educational system in Ireland, far from having a chance of improvement, is at the present moment face to face with ruin. The situation is one which, in our opinion, demands the most careful and immediate attention from His Majesty's Government." As the Report is dated June 30, it was drawn up before the latest grant of £50,000 was made in August. It is to be hoped that this is an earnest of the Government's intention to comply with the wishes of the Board. The grant is for the past year and will do something to increase the salaries for 1919-20, but we have no statement of what will be forthcoming for the present year, and the whole question requires to be settled on lines that offer a permanent solution.

Apart from this trenchant criticism, the Report contains the usual tables and summaries dealing with the Board's work. We note that the Register of Intermediate Teachers up to the end of 1919 contained the names of 2,159 teachers, of whom 244 were registered during that year.

The results of the intermediate examinations, which were held last June, were published towards the end of August. The summary of these results is as follows:—

Intermediate Examinations.

Grade,	Boys.			
	Senior.	Middle.	Junior.	Total.
Number Examined.....	1,133	1,989	4,346	7,468
Passed with Honours.....	142	252	369	763
Passed without Honours	488	689	1,941	3,118
Total	630	941	2,310	3,881
Percentage of Passes	55.6	47.3	53.2	52

	Girls.			
Number Examined.....	590	1,308	3,402	5,300
Passed with Honours.....	76	156	240	472
Passed without Honours	237	412	1,325	1,974
Total	313	568	1,565	2,446
Percentage of Passes	53	43.4	46	46.2

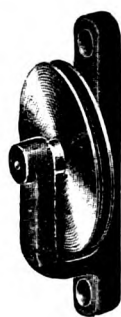
The exhibition and prize lists were published as usual on the second Saturday in September. The lists contained only the numbers, and not the names, of the successful candidates, so that the old-time, often unfair, comparison of schools is no longer possible. They may be summarized thus:

Boys.						
Group.		Modern		Maths.	Science.	Total.
Senior Grade.	Classics.	Literary.				
£30 Exhibition	4	5	3	4	16	
£20 Exhibition	6	7	6	6	25	
£3 Prize	9	16	—	13	38	
£2 Prize	—	5	3	4	12	
£1 Prize	1	2	2	5	10	
Total	20	35	14	32	101	
Middle Grade.						
£20 Exhibition	7	6	6	6	25	
£15 Exhibition	8	8	8	8	32	
£3 Prize	16	23	11	22	72	
£2 Prize	2	12	2	10	26	
£1 Prize	1	8	3	10	22	
Total	34	57	30	56	177	
Junior Grade.						
£15 Exhibition	10	9	11	11	41	
£10 Exhibition	8	15	19	18	60	
£3 Prize	7	7	30	26	70	
£2 Prize	2	7	9	12	30	
£1 Prize	3	9	8	10	30	
Total	30	47	77	77	231	
Total for all Grades ...	84	139	121	165	509	

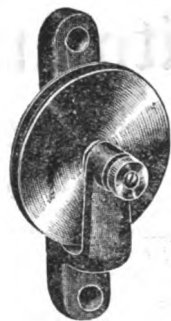
GIRLS.						
Senior Grade.						
£30 Exhibition	—	3	2	3	8	
£20 Exhibition	—	10	1	5	16	
£3 Prize	—	6	—	2	8	
£2 Prize	—	4	—	1	5	
£1 Prize	—	6	—	—	6	
Total	—	29	3	11	43	
Middle Grade.						
£20 Exhibition	1	6	4	5	16	
£15 Exhibition	—	11	6	7	24	
£3 Prize	—	16	1	1	18	
£2 Prize	—	2	—	1	3	
£1 Prize	—	4	—	1	5	
Total	1	39	11	15	66	
Junior Grade.						
£15 Exhibition	2	2	14	1	19	
£10 Exhibition	—	24	7	6	37	
£3 Prize	—	21	—	3	24	
£2 Prize	—	5	—	4	9	
£1 Prize	—	13	—	3	16	
Total	2	65	21	17	105	
Total for all Grades ...	3	133	35	43	214	

The place of Dr. Tarleton, who died in July, has been filled by the appointment of the Rev. Major-General John M. Simms, C.B., C.M.G., D.D., to be a member of the Intermediate Education Board for Ireland. The place of Dr. Starkie has not been filled, nor has a new chairman yet been appointed.

SHAKESPEARE PLAYS.—The Royal Victoria Hall, Waterloo Road, S.E.1, began its eighth Shakespeare season on Saturday evening, September 18, with a performance of "A Winter's Tale." The season promises to be an exceedingly interesting one. Before Christmas, "The Merchant of Venice," "King John," "As You Like It," "Twelfth Night," "King Lear," and "The Taming of the Shrew" will have succeeded "A Winter's Tale"; and a strong company of Shakespearean players, including several "Vic." favourites, with Mr. Robert Atkins as producer, has been engaged.



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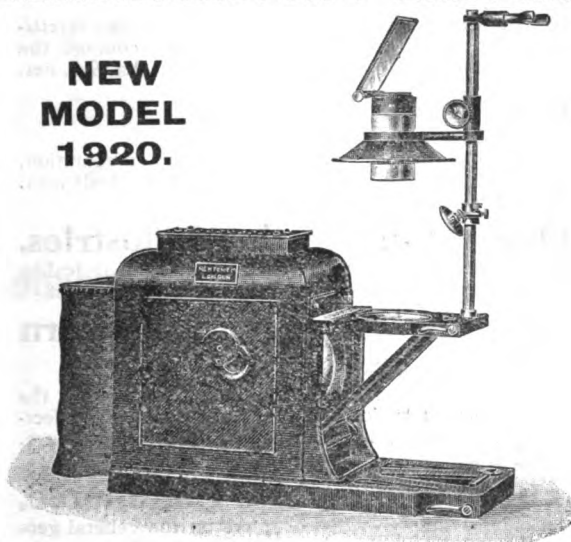
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PRIMARY SCHOOL NOTES.

The Burnham Committee and its Work.

WITH the issue of the further reports dealing with the scales of salaries of primary school teachers working in different areas the main function of the Burnham Committee has been fulfilled, though its existence will doubtless continue for some time in order to adjust points of interpretation in the rendering of its reports. Whatever may be the opinion of the parties concerned as to the fundamental soundness of the principles which inspire the later salary scales of the Committee, there will be general agreement that the first report, dealing with the question of a national minimum scale of remuneration for teachers, was practical in conception and far-sighted in outlook; for it presented a solid basis upon which every local education authority in the country could build suitable schemes for its particular needs. That some local authorities, on the one hand, opposed the minimum scale on the score of its generosity, while considerable sections of teachers, on the other, condemned it on account of its parsimony, does not diminish in any degree its remarkable administrative utility. At a crisis in the life of the nation, when the entire future of education lay trembling in the balance, it was the wise moderation of this committee of teachers and administrators which saved the situation, for it demonstrated to the public in clear and emphatic terms that the teachers had deserved well of their country and that the common good demanded an unfailing supply of well-trained teachers who should be adequately remunerated.

Defects of the New Scales.

It was inevitable from the outset that any proposal to vary the salaries of teachers working in different areas would arouse opposition from teachers and education authorities. The scale of the National Union of Teachers, confirmed in full conference, is the same for all parts of the country; and where there are different scales in operation in schools which lie on either side of an administrative boundary the gravitation of teachers to the service of the better paid service must constitute occasions of friction between school authorities. The proposal to sanction differential rates will no doubt raise immediately an energetic controversy among members of the National Union of Teachers: there are clear indications that it has already begun. The proposal that the highest scale of salaries shall be adopted only with the sanction of the Burnham Committee, is one which directly challenges the authority of local education authorities. In view of the growing representation of labour upon local authorities it is quite possible before long that certain education committees will concede to teachers as a matter of principle the scale of their professional union; and, as this scale is somewhat in advance of Scale IV of the Burnham report, a somewhat interesting position may develop. The fact that certain associations of teachers have already accepted Scales III and IV of the Burnham Committee before these have been confirmed by the National Union of Teachers as a whole, shows how far the process of decentralization has proceeded in the Union. In view of the circumstance that the Union stands committed to a definite national scale of salaries, it seems fairly certain that its domestic policy will have to be reviewed at an early date. The fatal defect of the provisional minimum scale in making no allowance for the increased cost of living marks the supplementary scales. So steep has been the increase of late that the supplementary scales are already out of date. At the moment it appears to be doubtful whether the official scale of the National Union of Teachers would meet the economic needs of teachers.

National Union of Teachers.

THE address delivered at Edinburgh by Miss J. Wood, B.A., President of the N.U.T., on "The Influence of Education on International Peace," illustrates the feeling entertained alike by the Educational Institute of Scotland and the N.U.T. in support of the principles adopted by the League of Nations Union. That these principles are not officially proclaimed in the schools on propaganda bases does not imply that they are in any way neglected. There are no stronger advocates of these principles than members of the N.U.T., and much quiet and devoted service is rendered daily in the cause of peace and goodwill. The Thankoffering Fund of the Union now exceeds £80,000, while the membership as indicated by the number of paid up subscriptions is 29,636 as compared with 5,107 at the corresponding period of last year.

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PRIZE COMPETITIONS.

THE prize for the September competition is awarded to "Fidelio," and the second place to "Esse quam videri."

The winner of the July competition is Miss Myra Dobson, 18 Victoria Road, Exmouth; of the August competition, Mr. P. O. Macdonald, Glencoe, Frinton-on-Sea.

Extract from Th. Gautier's "Voyage en Russie."

By "FIDELIO."

MOSCOW.

Moscow is said to contain more than three hundred churches and convents. Whether this statement be literally correct, or merely the language of hyperbole, we know not; but to any one looking down on the city from the highest part of the Kremlin—which itself contains a great many cathedrals, chapels, and other religious structures—the former seems quite probable.

No dream could show anything grander, anything richer in fairy-like beauty, than this scene: those cupolas surmounted by Greek crosses; those bulb-shaped bell-turrets; those spires, hexagonal or octagonal, with their various devices of ribbing, moulding or open-work, dominating in their rounded bulk or funnel-like expansion or tapering slimness the motionless, tumbled throng of snow-covered roofs below. Wondrously transparent reflections are given back by the gilded cupolas, and wherever a point projects there the light gathers into a star, shining beacon-like. Looking on those of the domes that have a silvery gleam, you fancy that such may be the *coiffure* of churches in the moon; while those farther off suggest azure morions starred with gold; or skull-caps made of copper-plates closely overlapping, like a dragon's scales: or, let us say, bulbs painted green, that have caught a stray flake of frosted snow, and been turned topsy-turvy. Then, as the definite features retreat more and more from your gaze, so that the details escape even your field-glass, all you can distinguish at last is a sparkling confusion of domes, spires, towers, and belfries of every imaginable shape, silhouetted on the bluish tints of the far distance, with every projecting part designated by a spangle of gold, silver, copper, sapphire, or emerald. And, if you would have the picture complete, you

must imagine here and there, on the blue-tinged coldness of the snow, faintly-empurpled streaks of light, pale roses of the polar sunset strewn on the ermine carpet of the Russian winter.

The passage from Gautier was difficult, and we are not surprised that it produced only a small field. To understand his description thoroughly, one needs to have some pictures of Russian churches in front of one, and few competitors probably had that advantage. Of the words *s'arrondissant*, *s'évasant*, *s'aiguissant*, the first two apparently refer to *les coupôles* and *les clochetons*, the last to *les flèches*; it cannot be said of any of these structures that it bulges out and also tapers to a point. "Funnel-like expansion" in the prize version is loose; there is nothing like a funnel on Russian churches. "Dominating," too, is hardly contained in the French; what is subtly hinted at in the sentence is rather the contrast between the suggestion of life and movement in the spires and cupolas and the immobility of the snowy roofs. *Reflet* is always a difficult word. Strictly speaking, it means "reflection," but, as all light from an object is reflected light, it is frequently equivalent to "tracts of light," "spaces of colour." "Esse quam videri" had "The gilded cupolas assume a marvellously diaphanous appearance," which seems to us at once neat, correct, and intelligible. For *imbriquées* "imbricated" was frequent; why such a dictionary word instead of the plain Anglo-Saxon "overlapping"? *Oignons renversés* is a puzzle: to us the domes of a Russian church look more like bulbs the right way up. Again, the picture drawn in the words *dessinant . . . d'émeraude*, the structures showing their outlines in shadow, while their projections (*saillie*) are lit up, is not easily imaged in the mind. One cannot help thinking that Gautier here sacrificed clearness to effect.

The *grand nombre* of the first sentence is an exaggeration. The Kremlin contains three cathedrals and three or four other ecclesiastical buildings; on the other hand, the *plus de trois cents* is certainly not *hyperbolique*.

The prize-version was, on the whole, the best, but it is a little too verbose; "beacon-like," for instance, is unnecessary, and *coiffure* is a bad blot.

We classify the 63 versions received as follows:—

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(Continued on page 678.)

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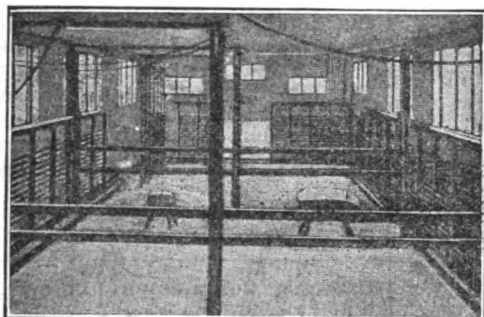
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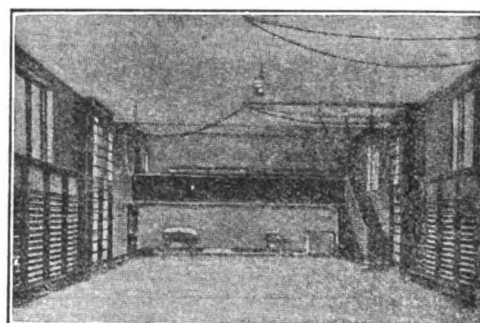
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Surrey.—Boarding and Day School. Gross receipts about £900. 9 Boarders, 29 Day Pupils. Goodwill by capitation fee.—No. 7,163.

Hunts.—Girls' Boarding and Day School. Boys taken up to 10 years of age. Established about 60 years. Gross receipts for past year £614 13s. 6d. 8 Boarders, terms £30 to £33 per annum and extras; 45 Day Pupils, terms 4s to 10s guineas per annum, according to age. One term's fees by way of premium for goodwill, furniture at valuation.—No. 7,162.

Cathedral City.—Partnership in Girls' Boarding and Day School. Vendor states that the School is the only one in the City taking Boarders. Established 47 years. Gross receipts for past year about £1,600. Number of Boarders 27, and there are 12 Day Boarders, 37 Day Pupils, and 8 Pupils for extra subjects. We believe our client is willing to arrange easy terms of partnership in the case of a suitable lady.—No. 7,170.

Warwickshire.—Partnership in Boarding and Day School for Girls and Little Boys. Established 18 years and conducted by vendor 2 years. Gross receipts about £900. There are 8 Boarders and 50 Day Pupils. Price for half share of goodwill and school furniture about £300.—No. 7,171.

BOYS' SCHOOLS.

Kent.—Boarding and Day. 70 Boarders, 10 Day Pupils. Gross receipts, £4,000. Goodwill and furniture, £3,350. Terms of payment to be arranged.—No. 8,049.

Surrey (near London).—Partnership. Boarding and Day School. 10 Boarders, 92 Day Pupils. Quite small capital in case of suitable man with degree.—No. 8,051.

Dorset.—Boarding and Day. 14 Boarders, 22 Day Pupils. Goodwill and school furniture, £450.—No. 8,041.

Surrey.—Boys' Preparatory School. 30 Boarders, 52 Day Pupils. Net profits about £1,000. Magnificent premises. £20,000 for goodwill, furniture, house, school building, separate house, and cottage. Considerable part could remain on mortgage.—No. 8,037.

Kent (Seaside).—Dual Boarding and Day School. 38 Boarders and 62 Day Pupils. Gross receipts, £2,500. Price for goodwill about £1,000, or possibly a 1½ terms' fees might be accepted.—No. 8,056.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—

GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Schools transferred and valued. **No charge whatever** will be made to vendors of Schools or School Partnerships unless a sale is effected or agreed upon. **No commission charge** whatever made to Purchasers of Schools or School Partnerships.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 680.

EX-N.C.O. STAFF GYMNASTIC AND DRILL INSTRUCTOR seeks situation in School. First-class certificates and testimonials, with experience in Physical Training of Boys. Apply—V. G. WALSH, 22 Poyning's Road, London, N.19.

LADY, experienced trainer and teacher, N.F.U. Higher Certificate, will take young pupils or teachers for special Coaching.—Miss M. E. WILSON, 32 Sydney Street, Chelsea, S.W. 3.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

LEARN DUTTON'S
24-Hour SHORTHAND.

Booklet free. — Dutton's College,
Desk T 97, SKEGNESS.

Posts Vacant—continued.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

APPOINTMENT OF TWO INSPECTORS OF ELEMENTARY SCHOOLS.

Applications are invited for the post of INSPECTOR OF ELEMENTARY SCHOOLS. Two vacancies exist. Candidates must have had teaching experience.

The commencing salary will be fixed according to qualifications and experience, and will not exceed £800 per annum, and, subject to satisfactory service, will be increased by £50 per annum to a maximum of £1,000 per annum in the case of a man and £800 per annum in the case of a woman. These salaries will not be affected by nor participate in any war bonus hitherto granted by the City Council.

The successful candidates will be on the staff of the Chief Education Officer, and will be subject to the provisions of the Council Superannuation Scheme. Full particulars regarding the posts and forms of application may be obtained from the undersigned, and must be returned not later than Tuesday, October 5th, 1920.

Canvassing (direct or indirect) will be a disqualification. P. D. INNES,
Education Officer, Chief Education Officer,
Council House, Margaret Street,
Birmingham.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial (not exceeding 200 words) typewritten **free of charge** for any new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. Orders executed **by return of post**. Full price-list, with specimens of **typewriting** and printing, sent on application.

KING, 45 Bedford Row, London W.C.1.

MISS SELBY'S EDUCATIONAL BUREAU, 1 VICARAGE ROAD, EASTBOURNE.
—Required: LECTURER IN EDUCATION, important College (January); ASSISTANTS, Students (good Schools). Disengaged: Lady Matron, Assistants, French Mistresses, House Mistress. Finishing Course recommended.

Posts Vacant—continued.

TRANSVAAL SECONDARY SCHOOLS AND TRAINING COLLEGES.

TEACHERS, both men and women, are required for the Secondary Schools of Transvaal Province, South Africa, in which English is the medium of instruction, and for the Normal or Training Colleges.

The ordinary Secondary School prepares pupils for the Matriculation Examination of the three Universities of South Africa. Teachers able to take any of the usual Matriculation subjects may be appointed. There are also vacancies for teachers of Vocational subjects connected with commerce, trades, or crafts, and Domestic Science.

Teachers are also required for general or special work in Training Colleges.

Suitable candidates will be interviewed. Free passages will be provided for those elected.

It is desirable that candidates appointed should be able to sail in time to take up duty at the beginning of the first term (towards the end of January) of 1921.

Applications may be sent at any time up to the 30th November, 1920, to the SECRETARY, Office of the High Commissioner for the Union of South Africa, 32 Victoria Street, London, S.W.1, from whom forms of application and further particulars may be obtained.

All applications will be dealt with as soon as possible after they are received.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.
MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

MISTRESS-SHIPS.

COLSTON'S GIRLS' SCHOOL, BRISTOL.—Required, for January, SENIOR MATHEMATICAL MISTRESS, to organize this subject throughout the school, and to take Advanced Course work. Tripos or equivalent qualification. Salary according to experience. Apply to the HEAD MISTRESS.

Posts Vacant—continued.**COUNTY COUNCIL OF THE
WEST RIDING OF YORKSHIRE,****EDUCATION DEPARTMENT.**(1) PENISTONE GRAMMAR SCHOOL AND
NEIGHBOURING ELEMENTARY SCHOOLS.(2) RIPON GIRLS' HIGH SCHOOL AND
NEIGHBOURING ELEMENTARY SCHOOLS.**APPOINTMENT OF INSTRUCTRESSES IN
PHYSICAL EXERCISES.**Applications are invited for the above posts from
candidates who have taken a course of training
qualifying them to teach the Ling System of Swedish
Gymnastics.Initial salary from £210 to £310 per annum, accord-
ing to experience, rising to £390 by annual incre-
ments of £10. These figures include bonus.Applications must be made on forms obtainable
from the Education Department, County Hall,
Wakefield, which must be returned not later than
Monday, 25th October, 1920.

Canvassing will be a disqualification.

**SWANSEA EDUCATION
COMMITTEE.****HIGH SCHOOL FOR GIRLS.**

Head Mistress: Miss E. K. MULLINS (Cantab.).

Wanted, in January (or earlier), a SENIOR
SCIENCE MISTRESS, competent to undertake
the organization and supervision of the whole of the
Science teaching of the school. (Chief subject,
Chemistry; subsidiary, Physics.)Salary scale: £320, rising by £10 annually to £455.
Previous Secondary experience will be taken into
consideration in fixing the commencing salary.Application forms can be obtained from the Edu-
cation Offices, Dynevor Place, Swansea, on receipt
of a stamped addressed envelope.

T. J. REES.

13th September, 1920. Director of Education.

**NEWPORT (MON.) EDUCA-
TION COMMITTEE.****MUNICIPAL SECONDARY SCHOOL FOR
GIRLS.**

Head Mistress: Miss M. M. HUGHES, B.A.

SENIOR SCIENCE MISTRESS will be required
to commence duties in the above school at an early
date. Candidates must be Graduates in Chemistry
and Physics, and must have had experience in teach-
ing Science in a Secondary School. Salary according
to scale. Applications, accompanied by copies of
three recent testimonials, should be forwarded to the
undersigned.

T. ARTHUR EAVES,

Secretary and Executive Officer.

Education Offices,
Charles Street, Newport, Mon.,
9th September, 1920.**WANTED, a TEACHER (Woman)**
of Science and Mathematics for Upper
Forms in a Secondary School. Chap. V qualifica-
tions. Apply—THE REVEREND MOTHER, Convent of
the Sacred Heart, Craiglockhart, Edinburgh.**WEST SUSSEX EDUCATION
COMMITTEE.****WORTHING HIGH SCHOOL.**Wanted, in January next, a FRENCH MISTRESS.
Candidate should be a graduate of a British Univer-
sity, with knowledge of Phonetics. Also a MIS-
TRESS for Lower Form work in French, English,
Geography, Latin.

Salary according to the County Scale.

Apply to the HEAD MISTRESS.

MATHEMATICAL AND LATIN
MISTRESS wanted for January. Good
Salary. Resident or non-resident. — Winchester
House School, St. Leonards-on-Sea.**EDGEHILL GIRLS' COLLEGE,**
BIDEFORD, N. DEVON. — Wanted, in
January: (1) GYMNASIAC AND GAMES MIS-
TRESS (Dartford or Bedford); (2) ASSISTANT
MISTRESS, to take General Subjects and some
Mathematics and Science in Junior Forms. Experi-
ence essential. Apply, with full particulars, to the
HEAD MISTRESS.**MESSRS. GRIFFITHS, POWELL & SMITH,****Educational and School Transfer Agents** (Established
over 80 years).

Telegraphic Address: "SCHOLASQUE, WESTRAND, LONDON."

Telephone: GERRARD 7021.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at

34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.**TO ASSISTANT MISTRESSES.
Immediate and January (1921) Vacancies.**Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and
Music, Kindergarten, and other Teachers seeking immediate appointments in Secondary
and high-class Private Schools (Boys' and Girls'), or for the term commencing in **January**
next are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above,
who will send immediate notice of all the most suitable Posts.**Candidates should state full details as to their qualifications
and enclose copies of testimonials.****Assistant Mistress** for Mathematics and
Geography. Salary £100 resident. R.C. (Lon-
don.)—No. 355.**Assistant Mistress** for History and Eng-
lish. Salary £120 resident. (Somerset.)
—No. 357.**Assistant Mistress** for English, Mathe-
matics, French, and Drawing. Salary according
to qualifications. Boys' School. (Sussex.)
—No. 349.**Assistant Mistress** wanted for Mathe-
matics and Science (Botany chiefly). Salary £100
resident. (Kent.)—No. 346.**Assistant Mistress** for English, Arith-
metic, and good French. Salary £100 resident.
(London.)—No. 333.**Assistant Mistress** for Mathematics and
Science (Botany chiefly). Salary about £200
non-resident. (Middlesex.)—No. 331.**Assistant Mistress** for English, Latin, and
Mathematics. Salary £120 resident. (Somerset.)—No. 325.**Assistant Mistress**, Latin, some Mathe-
matics, and usual form subjects. Graduate
if possible. R.C. essential. Salary £120 resi-
dent. (Sussex.)—264.**A large number of other resident and non-resident vacancies in Public and Private
Schools for English and Foreign, Senior and Junior, Assistant Mistresses.**
Numerous posts for Junior Mistresses asking salaries from £35 to £50 resident.**40 Student-Governesses** also required for superior Schools on mutual terms, namely:—Board-
Residence, and Educational advantages in return for services.**Particulars of suitable Appointments** in Public and Private Schools will be sent by Messrs.
GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student
Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.**SCHOOLS TRANSFERRED AND VALUED.**Please see page 682 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now
have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending
purchasers, to whom no Commission will be charged.**12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.**
Telegraphic Address: "Scholasque, Westrand, London" Telephone: Gerrard 7021.**Posts Vacant—continued.****LONDON ORPHAN SCHOOL,
WATFORD.**

Wanted, in January:—

(1) Resident ASSISTANT MISTRESS, to teach
English throughout the School, and some
Scripture.(2) Resident ASSISTANT MISTRESS, to teach
Botany, Geography, Nature Study, and
Physics.Experience essential; degree desirable. Church-
women. Salary in each case according to qualifica-
tions and experience.

Apply to the Head Mistress—Miss HAINES.

**DERBYSHIRE EDUCATION
COMMITTEE.****CAVENDISH HIGH SCHOOL FOR GIRLS,
BUXTON.**

Wanted immediately:—

Additional FORM MISTRESS, to teach chiefly
Geography and Arithmetic in Middle Forms. Some
Elementary Science an advantage.Graduate with teaching experience preferred.
Salary scale for graduate: £180, rising to £350. Ex-
perience in approved secondary schools up to ten
years, including post-graduate training (two years),
allowed.

Apply at once to the HEAD MISTRESS.

Posts Vacant—continued.**BADMINTON HOUSE SCHOOL,**CLIFTON, BRISTOL: a Qualifying School
for the Board of Education Pension; also Private
Pension Scheme.—Wanted, in September:—(1)
Experienced MUSIC MISTRESS. Piano and Ear-
training (Kensington High School Method) essential.
Initial salary £120 resident; annual increment, £10.
(2) Experienced ART AND HANDICRAFT MIS-
TRESS, able to take charge of the Department.
Good salary, according to qualifications. Apply—
Miss B. M. BAKER.**WANTED, a Qualified TEACHER**and ASSISTANT TEACHER for The
Lord Wandsworth Preparatory School for Orphans,
Bramley, Surrey, to take sole teaching charge of
children of both sexes ranging from 5 to 14 years.
Knowledge of Nature Study and Physical Exercises
and Drill essential. Salary: Teacher, £120 per
annum; Assistant Teacher, £75 per annum. Board
and residence provided. Written applications only,
stating age, experience, and qualifications, to be ad-
dressed to—The SECRETARY, Lord Wandsworth
Orphanage, 71 Piccadilly, London, W.1.**INTERMEDIATE SCHOOL FOR**GIRLS, WELSHPOOL, N. WALES.—
Wanted, in January, a MISTRESS for Mathe-
matics. Salary scale: £170-£12. 10s.—£220-£15-
£350. Apply—HEAD MISTRESS.

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ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,
36 SACKVILLE STREET, LONDON, W.1,
 invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years. The following are some of the Vacancies for Assistant Mistresses for January Term, 1921, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form and Classical Mistresses.

CLASSICAL MISTRESS required in important Girls' School in South-west of England, to take up duties in January. Graduate essential. Post could be res. and salary about £120.—No. 17,648.

ASSISTANT MISTRESS, to teach Latin throughout the School, for the coming term in an important Church of England School on the South Coast. Graduate essential. Salary £100, rising by £10 to £200, together with board and res.—No. 17,498.

TWO MISTRESSES, in large High School in South Africa in January. Nonconformist preferred. Posts res., and salaries from £140 to £150, together with passage.—No. 17,672.

ASSISTANT MISTRESS, in important Girls' Boarding School for the coming term or in January, to teach History and Geography as chief subjects. Salary about £110 res.—No. 17,263.

SENIOR ENGLISH MISTRESS, in large Girls' Private Boarding School in North of England, to teach English subjects, together with some Mathematics. Salary about £130, together with board and res.—No. 16,437.

TWO ASSISTANT MISTRESSES, in important Girls' Boarding School in Ireland, to teach between them Modern Geography, History, English, and, if possible, Latin up to Cambridge Senior standard. Candidates must be Protestants. Posts will be res. ones, and salaries offered not less than £90.—No. 17,647.

ASSISTANT MISTRESS required at once for large Grammar School in North of England. General qualifications. Permanent post to suitable candidate. Salary scale £180 by £15 to £350 non-resident.—No. 17,717.

ASSISTANT MISTRESS required at once in Boys' Grammar School in Wales. General qualifications; if able to offer any Science subjects a strong recommendation. Non-resident post.—No. 17,706.

Science Mistresses.

MATHEMATICAL MISTRESS required in January, in important Girls' Secondary School in the South-west of England. Graduate essential. Salary from £180 to £300 non-res.—No. 17,329.

SCIENCE MISTRESS in January, in Girls' County School in North Wales, to teach Botany, Physics, and Chemistry. Graduate essential. Salary £170 to £350 non-res.—No. 16,923.

SCIENCE MISTRESS, in important Girls' School in the Midlands, to teach Chemistry, some Physics, together with elementary Nature Study, and Mathematics. Post could be held as a resident one and salary £130 to £180, or as a non-resident one at a salary of not less than £200.—No. 17,669.

TEMPORARY ASSISTANT MISTRESS for the coming term, to teach Botany. Post will become a permanency to suitable candidate. Candidate required in important Grammar School in the Home Counties. Commencing salary £200 to £250 non-res.—No. 17,667.

ASSISTANT MISTRESS in January, in important Girls' Boarding School on the South Coast, to teach Mathematics and Geography up to Matriculation standard. Salary up to £150 together with board and res.—No. 17,114.

ASSISTANT MISTRESS in January, to teach Botany, in School in the Home Counties. Candidate should state subsidiary subjects. Graduate essential. Salary from £180 to £240 up to £300 non-res.—No. 16,894.

TWO ASSISTANT MISTRESSES, in large School in North of England, to teach Senior Physics and Senior Mathematics for the coming term. Graduate essential. Salaries £180 by £15 to £350 non-res.—No. 17,661.

ASSISTANT MISTRESS, to teach good Mathematics, for important Boys' School, within easy reach of London. Post will be temporary one for the term. Graduate essential. Post will be res. and good salary.—No. 17,643.

SCIENCE MISTRESS, for coming term, to teach Geography throughout the School. Graduate essential. Salary £200 by £15 to £300 non-res.—No. 16,829.

ASSISTANT MISTRESS, in important Girls' Boarding School near London, to teach Mathematics, elementary Science, and Botany. Salary from £100, together with board and res.—No. 17,238.

TEMPORARY MATHEMATICAL MISTRESS required, as soon as possible, in important Girls' Public School within easy reach of London. £45 resident for term's work.—No. 17,703.

Junior Form and Boys' Preparatory Schools.

ASSISTANT MISTRESS for the coming term in a small Boys' high-class Preparatory School in Home Counties, to teach Music, Drawing, and General Elementary subjects. Post very light. Salary £80 res.—No. 17,617.

TEMPORARY ASSISTANT MISTRESS in important Dual School in South-west of England, to teach Junior Form Work, with Geography, if possible. Post non-res. and salary £190 by £10 to £320 non-res.—No. 17,632.

ASSISTANT MISTRESS for coming term in Boys' Grammar School, in South-west of England, to teach Drawing, together with Elementary Science or Nature Study, and Junior Form Work. Salary not less than £190 non-res.—No. 17,678.

TEMPORARY MISTRESS required at once in Boys' Preparatory School in the South of England. General Preparatory subjects. Salary by arrangement, together with board and residence.—No. 17,698.

LOWER FORM MISTRESS required at once for large Private School in London. Froebel Certificate preferred. Non-resident. Salary according to experience.—No. 17,173.

ASSISTANT MISTRESS required at once for small Private Boys' School on the East Coast. Elementary Mathematics and General English subjects. Salary about £80 resident.—No. 17,674.

Modern Language Mistresses.

ASSISTANT MISTRESS required in January, to teach French throughout the School in a County High School, in the South of England. Graduate essential. Residence abroad. Salary £200 non-res.—No. 17,134.

SENIOR FRENCH MISTRESS for coming term in important School in the North of England. Graduate essential. Salary £180 by £15 to £350 non-res.—No. 17,660.

ASSISTANT MISTRESS for the coming term, to teach good French in important High School in North of England. Post non-res. and salary according to qualifications and experience.—No. 17,670.

FRENCH MISTRESS (NATIVE) required for Women's College, S. Africa. Preferably offering some German and Protestant by religion. Only highest qualifications considered. From £250 resident. Probably 3 years' agreement.—No. 17,696.

Gymnastics and Domestic Science Mistresses.

PHYSICAL CULTURE MISTRESS required for the coming term in important Girls' Church of England School in Home Counties. Post temporary in first instance, and salary from £90 to £100, together with board and residence.—No. 17,663.

PHYSICAL CULTURE MISTRESS, in January, for Girls' School in Home Counties, to teach Drill and Games. Salary from £80 to £90, together with board and residence.—No. 17,662.

PHYSICAL CULTURE MISTRESS, in Girls' Boarding School in North of England for coming term. Salary £100 res.—No. 17,475.

PHYSICAL CULTURE MISTRESS, in important Girls' Boarding School on South Coast for coming term. Candidate must be fully qualified. Post res., and good salary according to qualifications.—No. 17,333.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

SHERBORNE GIRLS' SCHOOL.
—Wanted, in January: (1) **HEAD SCIENCE MISTRESS.** Special subject: Physics. Important post. Advanced Classics. New science block now building. (2) **HISTORY MISTRESS.** Good degree; Oxford preferred. Some Advanced Work. Apply—**HEAD MISTRESS.**

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To the Editors of *The Journal of Education and School World.*

DEAR SIRs,—May I direct the attention of your readers to a suggestion concerning the rearrangement of school terms and holidays which would, if adopted by schools other than elementary, bring many advantages in its train? A half-yearly division is an arrangement not unknown to history, and it would be a gain in these days to restore the custom. It is suggested that the year should be evenly divided into two terms of four months each and two holidays of two months each, the holiday months being December and January, June and July.

The advantages of such arrangement may be readily seen. Children would have freedom to use the two best months in the year for outdoor life, and would avoid the early morning outgoing during the two worst months.

Boys and girls home from boarding school would have time for natural home life. Parents would be less inclined to spoil them than is the case during the shorter holidays, and would have better opportunity for the encouragement of hobbies, the study of character, and so on.

Railway expenses for those going to boarding schools would be minimized.

Uncertainties as to dates of school holidays, and consequent difficulties of making plans, would no longer exist.

Both teachers and children would have better opportunities for quiet, steady work; the exhausting hustle of end-of-term examinations, reports, breaking up, and the loss of time involved in beginning a new term would be reduced.

The two-month holidays would be most advantageous for those anxious to travel or to make any special studies, and those who are teaching would be better able to store up fresh material for their work.

As with any change, various objections are possible. It may be urged that school terms are already long enough and another month would be most undesirable. But surely if four months' steady work is too great a strain, the system itself is at fault. It is true that we hear much from teachers of being worn out at the end of a twelve-week term, but this is partly due to the hustle of end-of-term work, to working against time, and would not necessarily be increased by the additional month of ordinary work. It may in some cases be due to the feeling that an end-of-term tiredness is natural and is expected by friends and relatives. Such individuals as feel unable to survive sixteen weeks' work might perhaps undergo a course of treatment by "suggestion" to the effect that there are many brain workers who are doing good work with only a fortnight's holiday in the whole year.

Then a considerable number of people would find fault with the suggestion of working through August. Possibly, however, they might be convinced by experience of the fallacy of the idea that August is any less comfortable than July for purposes of work.

The greatest drawback to the change would be the present times of public examinations. Could anyone prevail upon the august beings who are responsible for these to change the times to the end of May and the end of November? What schools will make the experiment and lead the younger generation into habits of steadier and less spasmodic work?—Yours truly,

MARGUERITE BAVERSTOCK.

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THE CAERLEON CONFERENCE.

To the Editors of *The Journal of Education and School World.*

SIRs,—The locality chosen for this Conference—the site of one of the first Roman settlements in Britain, and one closely connected with the Arthurian legends—and the title "Auto-Education," which had interest but no meaning for us, attracted us; therefore, two people, ignorant of but prejudiced against "Montessori," unexpectedly found themselves for a week in the company of a set of seventy enthusiastic yet rational admirers of this latest educational pioneer. We who had scoffed were led to pray that the beneficent principles that we heard expounded might soon be put in practice in every school in the country. Though we attended all the lectures and listened to the long and exciting discussions among the experts, we do not yet feel competent to explain the doctrines, but we grasped that Montessori does not, as we had erroneously supposed, stand for licence, but for ordered liberty.

The very able exponents of the system, enthusiasts daily practising it, convinced us that it is in the main a revolt against our time-chopping lessons, our long uninterrupted lectures to classes, with the attitude of dull receptivity encouraged in the ordinary school

pupil—that it is, in short, a fresh attempt to fit a system of education to a child instead of a child to a system.

The difficulties in the way of an even partial adoption at present seem insuperable: the closely-packed, uniform-sized classrooms, with their unyielding furniture, the equally unyielding time-tables pieced round the specialist teacher, and, worst of all, perhaps, the insistence that every pupil, whether fitted by Nature or prepared by art, shall learn every subject prescribed for the form by the Board of Education.

Although we have retired from the profession, as we have all our days pleaded and struggled for greater elasticity in State-aided schools, we think it only just to put on record our change of feelings with regard to this new movement, which, if successful, must mean more difficulties for teacher, organizer, and inspector.—We are, yours faithfully,
Wotton-under-Edge.

EDITH CADMORE,
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"AN ELEMENTARY SPANISH GRAMMAR."

To the Editors of the *Journal of Education and School World*.

SIRS,—In a review of the above book, which appeared in your August issue, your reviewer complains that "even the accentuation is not modernized." As his remarks are somewhat misleading, will you kindly allow me to state the facts?

The preposition *a* (to), and the conjunction *o* (or) are now permitted by the Spanish Academy to be written without an accent. This fact is stated on page 9 of the Grammar. As most Spanish printed texts retain the *a* and *o* forms, and as most educated Spaniards have not yet adopted the Academy's suggestion, I thought that a foot-note would meet the case.

The point is one of such small moment that I should have passed it by without comment were it not that it might be thought, from your reviewer's remarks, that a serious blunder had been made.

The University, Sheffield.

J. N. BIRCH.

September 14.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

The movement in England towards a reunion of the Christian Churches may perhaps bring with it some agreement as to religious education, in which many Americans and others see a necessary corrective

Of Religious Education.

for moral and political aberrations. At present the position in the United States is unsatisfactory. It is stated (*Religious Education*, xv, 4) that millions of American children are not yet reached by any religious educational influence; that the amount of time given to the religious training of those who are reached is insufficient; and that religious teaching is done, in great part, by immature, untrained, and unsupervised instructors. To remedy these evils it is proposed to make a vigorous effort throughout the land. Churches and religious organizations, hitherto rivals, are combining to support this effort. There has been "a marked quickening of the spirit of co-operation and a strengthening of the bonds of fellowship in Christian service." In England, education has suffered much from "religious difficulties"—that is to say, from sectarian controversies—suffered so much that "religion" has become for schoolmen a sleeping dog that it were unwise to wake. Yet the spirit of concord that is abroad might well spread a wing over the child and the school. It is for the Churches to consider how far the formulæ about which they differ may be subordinated to the principles on which they agree. We for our part do but urge that religious instruction, to do its full service, must have more brightness and vitality. "Religion," says an authority, "is not a 'subject' to be superadded to a curriculum. It must be present at every stage of education, and associated, above all, with the joy of living." Dour creeds do not suit the young.

We are writing in September, and in September is being celebrated, with a pageant and other ceremonies, the departure of the Pilgrim Fathers from Plymouth three hundred years ago. William

A Quickening Memory.

Bradford, who sailed as one of the company on the "Mayflower," prayed that their children might boast: "Our fathers were Englishmen which came over this great ocean, and were ready to perish in the wilderness." The early settlers brought with them from England a zeal for education as great as, and connected with, that love of religious freedom for which the first risked life. "They left the Motherland," writes Dr. Snedden, "at a time when 'grammar schools' were being rapidly multiplied, so that increasing numbers of youth received the advantage of the training

which led to the university. Under the impulse of this movement for higher education, and feeling the necessity of educating ministers in order that the religious welfare of the colonies might be guarded, our fathers at once proceeded to establish similar schools." Since those far-off days, by a sort of back-flow, many a wholesome impulse for education has come to us from America. We take the opportunity of acknowledging the return and expressing the hope that co-operation in this field may strengthen continually the ties that bind the English to the American nation.

ITALY.

Of Italy, as of some other countries, strikes are at the moment the chief product. Italian journals are being printed on paper which it would have pained the scholars of the Renaissance to handle. Yet

amid economic difficulties education is not neglected. Among recent articles in the pedagogic journals we signalize one under the rubric "*Scuola differenziale*," signed by Silvestra Tea, in the *Educazione Nazionale*—a fascinating account of the treatment of wretched, half-famished children from squalid homes. Their teacher, the writer, held that to withhold art from the life of a people was a sin against God. But artistic beauty was to be reached through natural beauty. The children were encouraged to gather beautiful objects—grasses, insects, stones. Curiosity about these bred the need of the book. Then, if the names were to be preserved, came the need of writing. Again, since the common treasures of the class were to be divided, each child receiving a fair part, there arose the need of calculation. In general, the teacher, discarding traditional didactic processes, was guided by a penetrating spirit of humanity. We regret that, in the space at our disposal, we cannot give a complete summary of the article.

SPAIN.

Bulletin V of the World Association for Adult Education deals

Adult Education.

chiefly with Adult Education in Spain. In the new Budget a sum of 1,000,000 pesetas has been appropriated for scholarships which will enable children of the working class to attain higher education. For illiterate adults, elementary-school teachers conduct *clases de adultos*, attended by about 13,000 pupils, but having little cultural value. Adult education—as we understand it, an education which has as its objects personal culture and training for citizenship (*educación superior libre de los adultos*)—initiated by D. Fernando de Castro, Rector of Madrid, at the time of the Spanish Revolution (1869), has made some, but not rapid, progress. It is provided mainly by the following bodies:—University Extension Societies, People's Universities, Working-class Organizations, and Athenæums (*Ateneos*). To University Extension the most effective impulse given so far has been that of the University of Oviedo; but its work, after twenty-one years of duration, is endangered by circumstances of a social order. Of the other agencies the most conspicuous are the *Ateneo de Madrid*, from which sprang, in 1904, the now declining *Universidad popular* of Madrid, the *Asociación de Estudiantes de Filosofía* (Association of Students of Philosophy) of Madrid, and the *Grupo de Estudiantes Socialistas* (Group of Socialist Students), formed in 1917, an active association with a wide scheme. The *Patronato de las Escuelas de Adultas* concerns itself exclusively with the education of women, and the feminist movement at Barcelona expresses itself in the *Union de Mujeres de España* (Union of Spanish Women), which, among its other activities, has organized English courses in the local *Ateneo*.

INDIA.

It was necessary to relieve the congestion of the University of Calcutta, and Dacca, with its 120,000 inhabitants the second city in Bengal, was an apt site for a new academy. The University of Dacca

The University of Dacca.

will be opened, as it is hoped, in 1921. It has been constituted in its main lines to accord with the recommendations of a committee presided over by Mr. (now Sir Robert) Nathan, which sat in 1912, and of the Calcutta University Commission, 1917–19, presided over by Sir Michael Sadler. In it is expressed the desire of the Government of India to create a type of residential and teaching university in contrast with existing universities constituted of affiliated colleges. Although it will provide special facilities for Mohammedan students, it will be open to all fit comers, without distinction of sex, race, creed, or class. The applications that have been made for seven professorships and five readerships are now being considered, the final appointments resting with the Governor of Bengal. Of a professor the initial salary will be from Rs. 9,000 to

Rs. 12,000 a year, rising by annual increments of Rs. 600 to Rs. 21,600; of a reader, Rs. 7,200 a year, rising by sums of Rs. 600 to Rs. 14,400; but the Reader in Phonetics begins with Rs. 12,000 and rises to Rs. 18,000. The prospects of the budding academy at Dacca seem to be bright. Let us quote from the Report of the Calcutta University Commission:—"Certainly in no other place in Bengal outside the metropolis are there greater opportunities for establishing a university which may serve as an example; and in some ways Dacca has even greater opportunities than those of Calcutta itself. The group of noble buildings, libraries, and laboratories, the green playing-fields with great spaces around them, uncramped by the crowded areas of a metropolis, will give to the young students of Bengal enviable opportunities to know the happy yet strenuous life enjoyed by so many university students in the island universities of the West. Dacca will be a small university compared to Calcutta, but it is to be remembered that many of the greatest of university teachers have lived and worked in universities beside which Dacca will be large; and in many ways the opportunities of Dacca will be unique. We hope that it will serve as a new home for the study of that Arabic philosophy and science which gave fresh intellectual life to Europe during the Middle Ages; that Sanskrit studies will find a worthy and equal place alongside Islamic studies; and that in this quiet intellectual centre in the great plains and waters of Eastern Bengal, and in touch with the historic city, there may spring up a fresh synthesis of Eastern and Western studies. These are the possibilities of Dacca. It will lie with the men who control the university to turn those possibilities into realities."

In Bombay during the year 1918-19, in spite of unfavourable conditions, the total number of institutions, public and private, rose, as the Report shows, from 13,543 to 14,193, and the number of pupils from 781,674 to 834,003. We refrain from further statistics of educational progress in the Presidency to find a place for Scouts, the sounds of the great Jamboree still ringing in our ears. Scouting has struck good root, and is growing fast in India. The Viceroy has accepted the position of Chief Scout, and will make headquarters' appointments. Whilst the organization remains private and non-official, the Government will offer it such encouragement as it can fitly give. To each head of a Province will be offered the post of Chief Scout in his own district. Finally, to troops of Indian Boy Scouts will be granted warrants by the Baden-Powell Association, subject, of course, to the acceptance of the Scout Promise and Scout Law, which bind all Baden-Powell Boy Scouts throughout the Empire into one great brotherhood. Scouting promises to be an Imperial cement as well as an individual tonic for the young.

REVIEWS AND MINOR NOTICES.

FROM NEBULA TO THE LEAGUE OF NATIONS.

The Outline of History. Being a Plain History of Life and Mankind. By H. G. WELLS. Revised and Corrected Edition. (21s. net. Cassell.)

Probably most people who are interested in either history or Mr. H. G. Wells have read the major part of this remarkable work, as it has appeared in fortnightly sections during the course of the past year. Few of those who have followed its gradual unfolding can have failed to be impressed by the vastness of its compass, the proportion of its parts, the orderliness of its arrangement, the originality of its views, and, above all, by the picture of evolutionary continuity which it presents. Those impressions will be deepened by a survey of the book in its new and complete form, and particularly by a perusal of the concluding sections that have not yet become available in serial form.

Mr. Wells has written his "Outline of History" with a purpose—the purpose of a social, political, and religious reformer. The work sums up and co-ordinates the messages which he has given to the world in such monographs as "A Modern Utopia," "What is Coming," and "God the Invisible King." It is a fact of first-rate significance that Mr. Wells—in striking contrast to many zealous revolutionaries—realizes that it is hopeless to attempt to substitute new worlds for old without an intimate knowledge of the way in which the old came into existence. Hence he has made this laborious, and in the main brilliantly successful, effort to envisage the progress of

humanity as a whole in the past, in order that he may see for himself, and may depict for others, the pathway of the future. It is naturally towards the end of the work that Mr. Wells's general idea makes itself most evident, and it is accordingly round the sections that relate to recent events and to "the next stage in history" that controversy is most likely to arise.

Those whose sympathies are cosmopolitan, pacific, democratic, republican, rationalistic, will warmly approve Mr. Wells's interpretations, judgments, and forecasts. Those who are not moved by the same ideals will, with increasing frequency, dissent and demur; for in Mr. Wells's hands even a chronological table becomes tendentious. Mr. Wells hopes that the world may see—and feels justified in believing that it will in the due course of evolution see—a universal state marked by (1) a common religion, (2) high and general education, (3) peace, industry, and equality, (4) scientific research, (5) free thought and discussion, (6) democratic organization, (7) collectivism, (8) improved legislative and administrative machinery.

The story of mankind, which Mr. Wells tells in large and arresting outline, is made to show a gradual movement along lines converging towards this ideal world-polity. The narrative is divided into nine "books." The first treats of the making of our world in the incalculably remote eras of geological time; the second discusses anthropologically the making of man; the third deals with the dawn of human history and the development of the early civilizations of the East. It is no disparagement of the later "books" to say that these three are the best. Mr. Wells is essentially a man of science; he is at home in the subjects with which he is here concerned; he writes about them with the assured confidence of the expert.

Book IV is devoted to Judah, Greece, and India, and it is here that we meet with the first of Mr. Wells's prejudices. He dislikes and despises the great empire-builders. Alexander the Great in this section, together with Julius Caesar, Charlemagne, and Napoleon in later sections, comes in for quite curious depreciation. Napoleon is even said to have been less "supple and intelligent" than his nephew of the Third Empire! It is evident that emperors have been obstacles to the evolution of the democratic-republican world-state.

Book V is concerned with the Roman Empire, and once again Mr. Wells manifests his complete emancipation from tradition. He, nevertheless, gravely underestimates both the greatness and the importance of the civilizing work that Rome did in the world. Sounder views respecting Rome—and also respecting Napoleon—will be found in Oscar Browning's "General History of the World," which Mr. Wells commends in his Introduction.

Book VI deals with Christianity and Islam. These are difficult themes to discuss in an outline of world history. Mr. Wells achieves a triumph. His treatment of both is marked by reverence, freedom, freshness, insight, and a sympathetic effort after strict historical justice. Mr. Wells looks to each of them to contribute important factors to the coming world-religion.

Book VII proceeds to discuss the Mongol conquests and the geographical discoveries which marked the transition from medieval to modern times.

Book VIII, under the title "The Age of the Great Powers," brings the story down to the present day.

Book IX is prophetic.

Enough has been said to indicate the range of this masterly and masterful work. None but Mr. Wells could have written it; for though he has had (as he amply acknowledges) the aid of numerous experts, in essence it is all his own. His is the point of view; his the unifying idea; above all, his the literary charm. Mr. Wells is a supreme craftsman in the art of being interesting. Wherever the reader dips into this mine of information and suggestion his attention is arrested and he inevitably reads on. It is safe to say that thousands will gain their first introduction to world-history from these illuminating and fascinating pages. No doubt many of Mr. Wells's original, not to say eccentric, judgments of both

men and movements will have to be modified. But, all the same, he has rendered a great service to the cause of humane education by writing this wonderful "Outline of History."

COLERIDGE, LAMB, AND LEIGH HUNT.

'The Christ's Hospital Anthology.'—*The Poetry and Prose of Coleridge, Lamb, and Leigh Hunt*. Selected and Edited by S. E. WINBOLT. (12s. 6d. net. W. J. Bryce.)

"O fortunatos nimium sua si bona norint!" one is tempted to say of Christ's Hospital boys, remembering that Coleridge, Lamb, and Leigh Hunt were all trained at their famous foundation and have all left some record of their connexion with the school in imperishable pages of English literature. But so little is the average Englishman accustomed to reverence great men of letters, or to find in them any source of national or personal pride, that one cannot be surprised to learn that Christ's Hospital boys, who generally leave school at seventeen, know hardly anything of the lives and writings of their three great schoolfellows. Mr. Winbolt, who as boy and master has been connected with the school for more than forty years, has made it his primary aim to remedy this deficiency; but as the famous trio are a possession for all Englishmen, the interest of the volume goes far beyond a single school, and, with its attractive portraits and other illustrations, it may be recommended as a delightful book for school libraries and school prizes.

Mr. Winbolt's plan has been to tell the story of the three men of letters briefly in a synchronous narrative, which passes continually from one to another and connects them with each other and with the chief events of the time in politics and literature. For a work intended to commemorate the three equally, this was probably the right method, though it involves some loss of continuity of interest. But most boys study the history of the Napoleonic period in some detail at school, and to connect the three lives with concurrent events should be a distinct advantage. The narrative is followed by a copious anthology, which again observes a chronological order instead of keeping the three authors apart. Here, again, there is an inevitable loss; but it is interesting to read side by side what Coleridge and Lamb wrote in 1798, or Coleridge, Lamb, and Hunt in 1818. Letters and autobiographical passages are given as well as poems and essays, and, under Mr. Winbolt's guidance, we gain, bit by bit, a clear impression of three remarkable personalities. The place of Lamb and Coleridge in English literature is secure, and a great place it is. Leigh Hunt is chiefly remembered to-day as the friend and adviser of Keats, or possibly as the original of Dickens's Harold Skimpole. As a prose essayist and as an interpreter of poetry, if not as a poet, he earned the right to be remembered on his own account; and the most valuable service this book can render is to recall attention to him. It is easy, of course, to criticize an anthology, however judiciously it has been made. No lover of "Elia," as Mr. E. V. Lucas once showed in a delightful essay, could be quite satisfied with another man's selection—or even with his own, and an admirer of Hunt may be permitted to suggest that "Jaffar" would have been a better poem than "Mahmoud," and to desiderate something more from "Imagination and Fancy."

BIOGRAPHY.

- (1) *Dorothea Beale*. By E. H. SHILLITO. (2) *Elsie Inglis*. By E. S. McLAREN. (3) *Florence Nightingale*. By E. F. HALL. (3s. 6d. net. "Pioneers of Progress: Women." S.P.C.K.) (4) *Sir Francis Drake*. By Prof. W. J. HARTE. (2s. net. "Pioneers of Progress: Empire Builders." S.P.C.K.) (5) *Archimedes*. By Sir T. HEATH. (2s. net. "Pioneers of Progress: Men of Science." S.P.C.K.) (6) *Dr. Elsie Inglis*. By Lady FRANCES BALFOUR. (2s. 6d. net. "Rose and Dragon Books." British Periodicals.) (7) "Heroes of All Time."—*George Stephenson*. By R. MAXWELL. (2s. net. Harrap.) (8) *Servants of the People*. By Dr. R. WILSON. (2s. net. Dent.) (9) *Boyhood Stories of Famous Men*. By K. D. CATHER. (5s. net. Harrap.)

In the early days of Queen Victoria's reign, we note in Miss Shillito's "Dorothea Beale," "history was learned by com-

mitting to memory little manuals." Since then, happily, it has become a commonplace to found our early history teaching upon the life stories of outstanding men, and all teachers now appeal more and more to the human interest, even in such subjects as science and mathematics. Very welcome are the lives of three modern pioneer women. So long has it been customary to impress upon girls that their work and interests must be strictly devoted to home and family, that many women still lack any sense of belonging to a community, or of a duty to that community, any feeling that talents needed in the outside world should not be limited to kitchen and nursery. These biographies may well be used as texts by the teacher struggling with that new subject, "civics," and from them girls of the present day, whether studying for special vocations or destined to lead leisurely home lives, will learn something of the needs of a wider world and of the duties of citizenship. For civics teaching to young children, "Servants of the People" is specially designed, the author rightly holding that it is "a subject which cannot be made really interesting unless it is based upon personal history, literature, and the interests of daily life." "Boyhood Stories of Famous Men," among which is included a tale of one famous woman, are fresh and unaffected sketches, certain to fascinate the child, who will through them gain an introduction to some of the great artists and an idea of the continuity of art and the building up of its traditions—a side of education almost neglected in the school. In the reading of life stories such as the above, children's tastes, which should in the main determine their careers, are often unexpectedly revealed to themselves and to their teachers, and valuable ethical lessons incidentally acquired.

CLASSICS.

Res Metrica. An Introduction to the Study of Greek and Roman Versification. By Prof. W. R. HARDIE. (7s. 6d. net. Clarendon Press.)

Readers of the late Prof. Hardie's essay on "The Metrical Form of Poetry" in his "Lectures on Classical Subjects" have had a foretaste of what they will find in this book, which will not disappoint the appetite whetted by that essay. It is, indeed, the first complete manual of Greek and Roman versification to be published in English, and will remove a great handicap from the classical student with little or no German. Prof. Hardie had considered the translating of some prominent German work on the subject, but he found none of them satisfactory, and so produced the present volume himself, which grew out of an essay (the last chapter of the book) on the lyric metres of Horace. He begins by discussing the Heroic hexameter, and brings out very clearly the divergencies of later writers from the Homeric canon, and then deals in order with all the simpler and more familiar forms of verse. To the classical schoolmaster the book will prove an inestimable boon, not only for metrical information, but also for such things as the suggested course of reading in Horace contained in the last chapter, where a selection is made on a threefold basis of metrical, poetic, and historic interest. Not the least valuable part of the book is the excellent appendix, which contains *inter alia* a glossary of the meaning of metrical terms—not a mere list, but a series of short paragraphs giving a lucid discussion of the meanings of things like *arsis* and *thesis*, *bucolic diæresis*, and other technicalities likely to puzzle the young student.

Discovery in Greek Lands. By F. H. MARSHALL.

(8s. 6d. net. Cambridge University Press.)

If the recommendation of Horace counts for anything, this book is assured success, for Mr. Marshall *miscuit utile dulci* with rare skill. It is intended to give the general reader some idea of the additions made by the excavations and discoveries of the past fifty years to our knowledge of ancient Greece, and, incidentally, provides a very convenient sketch even for the specialist. Four periods (Earlier and Later Prehistoric and Earlier and Later Historic) are distinguished; and other chapters deal with Temple Sites, Great Centres of Greek Life, and Some Isolated Discoveries; while a Select Bibliography and a list of important excavations conclude a volume ably written and charmingly produced with a wealth of beautiful illustrations.

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(Continued on page 696.)

Cambridge University Press

RECENT PUBLICATIONS

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GEOGRAPHY.

A Concise Historical Atlas for Schools. Compiled and Drawn by B. V. DARBISHIRE. (2s. Bell.)

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MODERN LANGUAGES.

The Yearbook of Modern Languages. 1920. Edited by Prof. G. WATERHOUSE. (15s. net. Cambridge University Press.)

The first yearbook of modern languages is differentiated to some extent from other publications of the same kind by its combination of two elements—learning and education. The chapters dealing with pure learning are, as Prof. Waterhouse says in his preface, "a plain record of work done and progress made." Recent studies in seven languages—French, Provençal, German, Italian, Spanish, Russian, and Celtic—are in some cases described, in others formed into short-subject catalogues, by experts. In future years no doubt the circle of languages will be widened. The range of interests is already wide—philology, phonetics, linguistics, literature both medieval and modern, and even philosophy, are brought under review, though naturally all these titles will not be found under every language. A few of the articles—for example, that by Signor Angelo Crispi on recent Italian philosophy, and Prof. Fitzmaurice-Kelly's note on Rubén Darío, the South American poet—will appeal even to the unlearned. But the plain man will probably turn first to the careful summary of the Report of the Government Committee on Modern Languages, by the editor, and to Mr. Edward Bullough's article, "The Civil Service and Modern Languages." The latter is a powerful plea for greater breadth in modern studies, both at school and college. "Literature," which in these days means merely imaginative learning, is, in Mr. Bullough's view, not enough; by itself it gives but a poor and thin education. Literary productions, he argues, do not really "set forth a nation's mind"; they only illustrate it, and those who read nothing but imaginative literature are like children who look at the pictures without reading the book. What is wanted is Humanism, that is, the "study of man: his history, ideas, institutions, and ways of life; his attempts at solutions of his material, moral, and intellectual difficulties." With this we heartily sympathize, and we are glad that Mr. Bullough's paper has been bound up in this volume, because this will ensure its meeting the eye of those who most need to study it—namely, the university teachers of modern languages. The yearbook has an appendix of articles on the work of the Modern Language Association, under whose auspices it is published.

MISCELLANEOUS.

Paton's List of Schools and Tutors. Twenty-third Annual Edition, 1920-21. (5s. J. & J. Paton.)

This useful work of reference, compiled with the view of assisting parents in their choice of schools, will be specially welcomed at the present time, when so many schools are full and possible alternatives have to be considered. Particulars, excellently illustrated, are given, in a concise and practical form, of almost 800 public, preparatory, and boarding schools in different parts of the country for boys and girls, together with much other valuable information concerning colleges, tutors, and coaches for the various professions. Classified lists of the different types of schools and of schools offering special preparation for the Army, the Navy, the Civil Service, the professions, and for business, are included, and also lists of schools with Kindergartens attached, community schools, schools for the blind and the deaf, home schools for young children, schools for backward children, and schools of cookery and domestic science. Interesting articles on the State Services, the medical profession, engineering, physical training, nursery training, and agricultural and horticultural training for women, are interspersed throughout the volume, and details of scholarships offered are supplied. Another useful feature is the large map supplement showing railway, coach, and motor routes. Altogether the volume is a praiseworthy production, providing an excellent record of matters of interest to parents considering the education of boys and girls.

SCIENCE.

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(1) Dr. Davies's book is an ideal guide to serious students of palaeontology. His method is to describe with some fullness a few common species of each great group of fossils, and then to give a brief systematic account of the group and its distribution in time. The space allotted to each group is roughly proportional to its geological importance; thus, about half the book is devoted to the

(Continued on page 698.)

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brachiopoda and the mollusca. The descriptions are illustrated with an abundance of well chosen line drawings, and there are useful appendixes dealing with the collection and preservation of fossils, rules of nomenclature, and divisions of geological time. The book is so skilfully planned and written that, in spite of the large amount of technical detail included, it never becomes a mere descriptive catalogue, but succeeds in keeping the reader interested in fossils as evidence of the structure and manner of life of the animals and plants of past ages.

(2) While it is obviously from the point of view of the biologist that Dr. Davies considers his subject, it is no less clear that Mr. Hawkins is primarily interested in fossils as "medals of creation," as throwing light on the order and mode of deposition of the rocks in which they occur. The first part of his book deals with the general principles of the science, and can be read with pleasure and profit by beginners. The second part describes the distribution of the fossils characterizing the various geological eras, which are taken in order of their formation. To readers without some biological training, much of the material of these chapters will be unintelligible, though advanced students will find them very valuable as a résumé. The book contains sixteen plates of drawings and photographs by the author.

(3) All workers in petrology will feel grateful to Dr. Holmes for this glossary, which will be invaluable as a guide to the modern literature of their subject. In recent years rocks have been studied, described, and classified from so many points of view that the terminology has become very confusing. Dr. Holmes's main object has been to record the customary current meaning of each term, together with the original author and the date of its first use, and in the case of rock names the type locality. Useful features of the book are appendixes giving French and German terms, Greek and Latin prefixes and roots, and tables of classification of rocks.

Popular Chemical Dictionary. By C. T. KINGZETT.
(15s. Baillière.)

The author has attempted to produce in one volume a compendium of the laws and processes of chemistry, the chemical elements, the more important inorganic and organic compounds, and illustrated descriptions of chemical apparatus. He has more particularly in mind the needs of the "man in the street," who may wish to find concise information on any of the above points: for

example, on page 47 is the statement, "Bottles are generally made of glass"; on page 97, "constituent, an ingredient of a substance"; page 101, "corks . . . are used for stoppering bottles"; "dense" (page 109) is defined as "heavy, thick"; dysprosium (page 117) gives "a bromate which crystallizes between terbium and holmium." Under the heading of "Petroleum" (page 256), it is erroneously stated that this commodity is washed with soda and acid before distillation, and that the fraction at 50° to 70° C. is petrol, whilst that from 70° to 90° is benzene! At the present time the petrol fraction (gasolene) boils from about 50° C. to 200° C. By no means do all petroleum products "yield lubricating oils, vaseline, and paraffin wax." Picric acid is stated to be prepared by the action of nitric acid upon a variety of organic compounds, including aniline, but the manufacture of it is not indicated unless the section on explosives is consulted. In the description of the balance it is pointed out that the pans turn with one-tenth of a milligram, whilst the statement on cryohydrates (page 310) will scarcely pass muster with the modern school of chemists. The beehive oven is mentioned, and the context suggests that it is a by-product recovery oven; whilst vaseline (page 346) is spoken of as a distillation product of petroleum. It is difficult to see what good purpose such a book serves.

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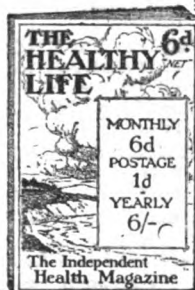
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FOR SALE.—Beneficial Lease of first-rate SCHOOL PREMISES, specially built for their purpose, in well known resort on South Coast. Accommodation for about 30 boarders in addition to a large number of day scholars. Present rent £410 per annum, which is far below the real rental value. Nucleus of 9 or 10 boarders paying over 100 guineas per annum, and about 20 day pupils paying from 18 to 24 guineas per annum, in addition to extras. £1,500 required for Beneficial Lease, nothing for goodwill, furniture at valuation. Suitable for Principal of School wishing to remove with her boarders to the South Coast. For further particulars, apply—T. 3070, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

FOR SALE.—Flourishing BOARDING SCHOOL FOR GIRLS in well known inland health resort in the North of England. 70 boarders paying £90 per annum in addition to extras, realising a handsome profit. Fine modern premises in large grounds. Price of freehold £12,000, part of which will be left on mortgage. Vendor will hand over goodwill to purchaser of property. Furniture and fittings can be taken at valuation, or not, as required. For further particulars apply—T. 3063, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

FOR SALE.—BOARDING AND DAY SCHOOL FOR GIRLS in large town in Eastern Counties. 60 boarders paying 75 to 90 guineas per annum, and 90 day pupils paying 9 to 18 guineas per annum, in addition to extras. Gross receipts about £6,000. Net profit about £1,000. Premises consist of school house and 2 boarding houses at a combined rental of £315 per annum. Large grounds for recreation and field for hockey. £1,500 or term's fees asked for goodwill. Furniture and fittings at a valuation. Part of the purchase money could be paid off by instalments. For further particulars apply—T. 3182, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

FOR SALE.—FIRST-CLASS BOARDING SCHOOL FOR GIRLS on South Coast. Full, with 51 boarders paying from 105 to 120 guineas per annum, in addition to extras. Vendor owns premises, which she is prepared to let on lease at £500 a year. Receipts for current year about £6,350. Net profit (after paying rent and all other expenses) about £1,100. The moderate sum of £3,000 asked for goodwill, furniture, and fixtures, of which £2,000 should be paid down. For further particulars apply—T. 1069, c/o TRUMAN & KNIGHTLEY, Ltd., School Transfer Agents, 158 to 162 Oxford Street, London, W.1.

LIBRARY CATALOGUES and BOOK-LISTS (New and Secondhand).

See Advertisements on pages 739, 754, 761, 767, &c.

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THE SCHOLASTIC, CLERICAL & MEDICAL ASSOCIATION, LIMITED.

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Appointments.

Principals requiring the services of qualified Assistant Masters or Governesses can, on supplying an outline of their requirements, obtain a list of those Candidates on the books of the Association likely to prove suitable.

Assistant Masters or Governesses requiring appointments are invited to make application to the General Manager of the Association. No preliminary fees are charged.

Transfers and Partnerships.

The Association undertakes the negotiation of School Transfers or Partnerships. Terms and particulars on application. All communications on this subject are treated as strictly confidential.

Advice as to Choice of Schools.

A Register of Schools, Private Tutors, &c., is kept at the Offices of the Association, and Parents or Guardians may obtain, without charge, information and advice as to Schools for Boys or Girls (in all parts); Tutors for University, Civil Service, Legal, Medical, Naval or Military Examinations, and as to Educational Establishments of every kind. Prospectuses of Schools, &c., can in most instances be sent to applicants by return of post.

A prospectus, giving the names of the Directors and full particulars relating to the Scholastic Department of the Association, sent on application to the General Manager:—

Mr. A. V. STOREY,
22 Craven Street, Trafalgar Square, W.C.2.

JOINT SCHOLASTIC AGENCY, LTD.

The object of this Agency is to render assistance at a minimum cost to Masters seeking appointments. *There is no Registration Fee, and the lowest possible charges are made for Commission, which are still further reduced by large discounts—see Rules VII and VIII of Prospectus, which will be sent on application.*

This Agency is under the direction of a Committee representing the following leading Educational Associations:—

Head Masters' Conference; Incorporated Association of Head Masters; College of Preceptors; Teachers' Guild; Incorporated Association of Assistant Masters.

Registrar: Mr. E. A. VIRGO,
9 Brunswick Square, London, W.C.1 (near Russell Square Tube Station and the Foundling Hospital).

Office Hours: 9.30 a.m. to 5 p.m.

Saturdays, 9.30 a.m. to 1 p.m.

The most convenient hours for interviews are from 11.30 a.m. to 1.30 p.m., and from 3.30 p.m. to 4.30 p.m. Appointments should be made when possible.

Telephone: Museum 3217. Telegrams: "Educatorio Grenville London."

COACHING, CORRESPONDENCE LESSONS, &c.

DR. ETHEL R. SPRATT, D.Sc.,
M.I.H., A.K.C., sometime lecturer in Botany, University of London, gives tuition personally or by correspondence in Mathematics, Science, and general subjects.—47 Beryl Road, Hammersmith, W.6.

CORRESPONDENCE LESSONS
by a qualified, successful Lady Teacher in English Language and Literature, History (English, European, Canadian, and Church), Arithmetic, Divinity, and French. Preparation for Higher Local Cambridge and Senior Cambridge Examinations if desired. Terms reasonable. Fortnightly papers. Address—Miss FELL, Bank House, Thorner, Leeds.

COUNTRY RECTOR (ex-school-master) can receive, as **PRIVATE PUPILS**, one or two backward or delicate boys (12-15).—JEFFREY, Tugford, Craven Arms.

MISS M. MURDOCH, L.L.A.,
Coaches by Correspondence in French, History, English Language, and Literature, and Comparative Religion for Cambridge and Oxford Locals and other examinations.—The Rectory, Little Stukeley, Huntingdon.

MISS AGNES NIGHTINGALE,
Geography Cert. London School of Economics, and author of "Visual Geography," "Visual Botany," &c., visits Schools for Geography, Botany, and elementary Science. Preparation for Examination.—89A Cambridge Gardens, London, W.10.

GEOGRAPHY SPECIALIST.—
INDIVIDUAL tuition by correspondence for London University (Degree and Diploma) and all Geographical Examinations by experienced Coach. Write—F. W. LAWFIELD, M.A., 31 Collier Road, Cambridge. (Double First in University Diploma Examination.)

GEOGRAPHY.—Lady, Cambridge University's Geography Diploma and good experience in secondary schools, open to engagements for teaching Geography or for giving Lantern Lectures on the history of Geographical discovery. Address—No. 11, 094.*

SPECIAL Correspondence Courses
in (a) the L.R.A.M. and A.R.C.M. Paper Work, and (b) the Associated Board Examinations in Rudiments, Harmony, and Counterpoint. 219 Correspondence Students successful.—Mr. E. H. BIRBY, Mus. Bac., c/o Forsyth Bros., Deansgate, Manchester.

MISS ROSE PATRY, 3 LOWER
SEYMOUR STREET, W.1, gives Lessons in Elocution, Voice Production, Reciting, Public Speaking, and Acting. Teachers and Reciters trained. Classes held and private lessons given. Stammerers treated. Schools visited by Miss PATRY and her Assistant. Pupils coached for exams. Ladies Class Tuesdays.

A LIST OF SCHOOLS.

[Cost of insertion under this heading sent on application.]

NORTH OF ENGLAND.

THE CALDER GIRLS' SCHOOL,
Seascale, Cumberland.

Mountain and Sea air,
dry, bracing, and sunny.

The aim is to give a sound education to Girls on Public School lines.

One of the six houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field.

Illustrated Prospectus on application to the Head Mistress.

CHANNING HOUSE HIGH SCHOOL AND BOARDING SCHOOL FOR GIRLS,

HIGHGATE, LONDON, N.6.

Pupils prepared for Matriculation and Intermediate Examinations of London University. Healthy situation, good playground and garden. Great attention given to physical training. Special terms for daughters of Unitarian Ministers. All inquiries to be addressed to the HEAD MISTRESS.

ST. MARY'S HALL, KEMP TOWN, BRIGHTON.

Specially endowed for Daughters of the Clergy. Daughters of Laymen are now eligible for admission.

The School stands well above the sea, in large and beautiful grounds. The training includes preparation for University Scholarships.

Head Mistress, Miss F. L. GHEY, Oxford Hon. Mods. (Classics), M.A. London.
For prospectus apply to the SECRETARY.

Posts Wanted.

GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers, having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

Posts Wanted—continued.

AS FRENCH MISTRESS, trained, fully certificated teacher. Public School experience. French (native tongue), Singing. Specially successful with Juniors.—HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. Many others disengaged. Selected list gratis.

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MISTRESS (L.R.A.M., Silver and Bronze Medallist), requires non-resident engagement, London or Brighton. Three years' experience.—"R." HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

B.A. ENGLISH.—French and German acquired abroad. Nine years' experience. Excellent testimonials. Temporary or permanent post desired.—G.G., HOOPER'S (Educational Agents), Ltd., 13 Regent St., London, S.W.1.

AS ASSISTANT MISTRESS.—Usual English. Elementary Mathematics, French, Latin, Drawing, and Painting. Non-resident preferred. London area or South Coast.—G., HOOPER'S (Educational Agents), Ltd., 13 Regent St., London, S.W.1.

CERTIFICATED ART MISTRESS (Silver and Bronze Medallist) seeks daily engagements. London area. Six years' teaching experience.—M., HOOPER'S (Educational Agents), Ltd., 13 Regent Street, London, S.W.1.

NEW ZEALAND.—Oesterberg trained MISTRESS required. Games, Dancing, Remedial Exercises. £120 resident.—HOOPER'S (Educational Agents), Ltd., 13 Regent St., London, S.W.1.

TWO young ladies desire posts as MISTRESSES, either in separate secondary schools or together. Boys or Girls (January). Able to offer usual English subjects, as well as French and Needlework. Two years' experience and excellent testimonials. Further particulars on inquiry.—A., c/o Dutton's Library, Skegness.

PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEY PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM

(SWEDISH SYSTEM),

offers complete Teacher's Training in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Hockey, Lacrosse, Cricket, Tennis, Net Ball, Swimming, Anatomy, Hygiene, Physiology, &c.

THREE YEARS' COURSE.

Good Appointments after Training.
For Prospectus apply—The Secretary.

THE LING ASSOCIATION (And Affiliated Gymnastic Societies).

FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N. 19.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

The Association keeps a list of certificated Gymnastic and Games Mistresses—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 7d.; Rounders Rules, 4d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., apply to the Hon. SECRETARY.

PHYSICAL TRAINING COLLEGE, QUEEN ALEXANDRA'S HOUSE GYMNASIUM, KENSINGTON GORE, S.W. 7.

EDUCATED GIRLS TRAINED as TEACHERS of Drill, Gymnastics, Games, Dancing, Fencing, Swimming, Massage, and Remedial Exercises. A five terms' course in Massage and Swedish Remedial Exercises can be taken separately. Apply for prospectus to The Misses BEAR, Principals.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD
(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £165 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

CHELSEA

COLLEGE OF PHYSICAL EDUCATION

FOR WOMEN.

(SWEDISH SYSTEM.)

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard. Applications for admission next term should be made now.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3
Tel.: Kensington 899.

New Session began Tuesday, September 28th, 1920.

LIVERPOOL PHYSICAL TRAINING COLLEGE,

BEDFORD STREET, LIVERPOOL.

LING'S SWEDISH SYSTEM.

Principal: Miss IRENÉ M. MARSH.

For Ladies as Gymnastic and Games Mistresses, and Medical Gymnastic Teachers and Masseuses.

THE Course is two years, and includes a large number of subjects, making the training very valuable and enabling each Student to specialize in some particular branch.

It includes Educational and Remedial Gymnastics, Fencing, Rowing, and Swimming. All Games are taken to a very high standard, and Dancing is also made a speciality. Also it includes two subsidiary subjects—Needlework and Elocution.

Lectures and lessons are given in Anatomy, Physiology, Pathology and Orthopaedics, Ambulance, Home Nursing, Theory of Movement, &c.

For prospectus apply—COLLEGE SECRETARY.

GARDNER'S PHYSICAL TRAINING COLLEGE, WALLINGTON, SURREY.

Complete training is given on Arvedson's principles in Educational and Remedial Gymnastics and Massage, also Dancing, Fencing, Swimming, Sports, &c.

Students must be well educated, and between the ages of 18 and 30.

Fees per annum, 90 guineas resident, 45 guineas non-resident.

There is also a One Year's Course for Remedial and Massage work. Fee 21 guineas.

Three Scholarships will be awarded annually to the value of One, Two, and Three Years' training. For full Particulars apply to the SECRETARY.

DENMARK HILL PHYSICAL TRAINING COLLEGE

and School of Massage, Sunray Avenue, Herne Hill, London, S.E. 24.

Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

OPEN-AIR GYMNASIUM. SPORTS GROUND. RESIDENTIAL HOSTEL ATTACHED.

THE INCORPORATED BRITISH ASSOCIATION FOR PHYSICAL TRAINING.

President: The Rt. Hon. the Earl of Lonsdale.
Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.

THE Association is the Amalgamated Incorporated British College of Physical Education founded in 1891, the Incorporated Gymnastic Teachers' Institute founded in 1897, and the National Society of Physical Education founded in 1897, and is an Examining Body for Teachers of Physical Training.

Membership consists of Students and Members. Students are persons in training who have passed the preliminary examination and Members are Teachers of Physical Training who have passed the final or qualifying examination for membership.

The syllabus of examinations provides for a three years' course in Physical Training and includes the British and Swedish systems and that contained in the Syllabus of Physical Exercises issued by the Board of Education.

The Association also holds a special examination for the Elementary School Teachers' Certificate for Physical Training.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Hon. Secretary.

BRISTOL

PHYSICAL TRAINING COLLEGE.

80 APSLEY ROAD, CLIFTON,
BRISTOL.

TRAINING in Swedish and

British Gymnastics for public examination. Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene.

Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of The English Folk Dance Society.

Residential fees on application to—The Misses JENNINGS, HOLBROW and COLSON.

BEDFORD COLLEGE OF DANCING AND PHYSICAL CULTURE.

The Crescent Studios, 4a The Crescent, Bedford.

MISS MILDRED BULT receives resident and non-resident students to train for the profession. A thorough training in Technique in all branches of Dancing and in Class Teaching given.

The course includes Drill, Gymnastics, Fencing, and Voice Production. Students live in the Principal's pleasant private house and have every home care and comfort. For Prospectus apply—Miss BULT, 30 Clapham Road, Bedford.

THE BERGMAN ÖSTERBERG PHYSICAL TRAINING COLLEGE, Kings- field, Dartford Heath, Kent.

See advertisement on page 707.

**For other Physical Training
Advertisements see pages 707
and 737.**

BURLINGTON CORRESPONDENCE COLLEGE.*Principal: Mr. J. CHARLESTON, B.A. (Hons. Oxon. and Lond.).***THE STAFF** includes Graduates of London, Oxford, Cambridge, and other Universities.**THE METHOD** is thoroughly individual, ensuring the closest attention to the needs of each student.**EXPERT TUITION for:—****Matriculation.****Oxford and Cambridge Locals** (Junior, Senior, and Higher).**Intermediate Arts and B.A.****Intermediate Science and B.Sc.** (Theoretical Subjects only).**L.L.A. (St. Andrews).****College of Preceptors' Diplomas.****SINGLE Subjects** may be taken if desired:—Latin, Greek, French, Mathematics, Logic, Psychology, &c.*Address—THE SECRETARY, Burlington Correspondence College, 14 Elsham Road, Kensington, W.14.*

MATRICULATION AND OTHER EXAMINATION NOTICES,
SCHOLARSHIPS, FELLOWSHIPS,
EXHIBITIONS,
STUDENTSHIPS, and BURSARIES.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March 1921, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held in June, 1921, to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CRANBROOK SCHOOL, KENT.—Head Master, Rev C. F. PIERCE, M.A. — EXAMINATIONS for ENTRANCE SCHOLARSHIPS and EXHIBITIONS are held in March, June, and November. For particulars apply to the HEAD MASTER, The School House, Cranbrook, Kent.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to ACTING SECRETARY, 66 Southampton Row, W.C.1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL, Incorporated by Royal Charter. Head Master: F. W. STROCKS, M.A.

Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.
EXAMINATION for ENTRANCE SCHOLARSHIPS in March.

Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W.8.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

LANCING COLLEGE, SCHOOLSHIPS.—Entrance Scholarships will be offered for competition in last week of May or first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

(a) Six Scholarships (at least), Classical and Modern, varying from £100 to £50 per annum, as at present arranged.

(b) Two Choral Exhibitions of £30 per annum open to all boys who can sing and read music.

Full allowance in all cases will be made for age. Candidates will be examined at Lancing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLER, Lancing College, Shoreham, Sussex.

MILL HILL SCHOOL.—An Examination will be held on Thursday, November 18th, and the two following days, when several ENTRANCE SCHOLARSHIPS, value £10 each, will be offered for competition.

The Governors will consider the financial circumstances of any successful candidates with a view to the grant of further emoluments. In appropriate cases, scholarships to the value of £100 a year each may be granted.

For further information apply to THE BURSAR, Mill Hill School, N.W.7.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—

S. M. TOYNE, M.A., Head Master.

ST. JOHN'S SCHOOL, LEATHERHEAD.

—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 40 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz., Clergy 80 guineas, Laymen 80 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £40, £30, and £20 per annum. Scholarship examination for 1921 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

NEWNHAM COLLEGE.—NINE SCHOLARSHIPS, one of £60, and others of £50 and £35, are offered in March on the results of a joint examination with Girtton College. A certain number of EXHIBITIONS may also be awarded. Particulars can be obtained from the PRINCIPAL.

WELLINGTON COLLEGE.

Seven OPEN SCHOLARSHIPS, annual value £50 each (which may be increased to £80 in cases of need), and one ROBERT HENRY WENTWORTH HUGHES SCHOLARSHIP, of the value of £45, will be offered for competition in November next.

Two of the open scholarships will, under certain conditions, be restricted to boys whose fathers have given their lives for their country.

Candidates must not be 14 on December 31st, 1920. The examination will be held at Wellington College on November 9th and two following days.

For full particulars apply to THE BURSAR, Wellington College, Berks.

WEYMOUTH COLLEGE.**SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,**

of the value of £40 downwards, and open to boys between twelve and fourteen.

are offered annually for Competition.

Next Examination will be in June, 1921.

For Prospectus and other information apply to the HEAD MASTER.

WOODBIDGE SCHOOL.

Three or four FOUNDATION SCHOLARSHIPS, open to boys under 15 years of age, will be competed for next May. These Scholarships exempt the holders from tuition fees (£10-£12), and usually carry with them Entrance Scholarships, bringing the total value to amounts varying from £25 to £50, according to the merit of the candidates.

For full particulars apply to the HEAD MASTER.

Continental Schools

COLLÈGE DE CANNES, FRANCE (High School for Boys). Fine building; every comfort. Private rooms. Special arrangement for foreigners wishing to speak French fluently. 700 francs a term.

Vacation Classes.

See also page 707.

THE ENGLISH FOLK DANCE SOCIETY.

Honorary Director: CECIL J. SHARP.

THE CHRISTMAS VACATION SCHOOL of FOLK SONG AND DANCE will be held at **CHELSEA** from December 29th to January 4th inclusive. Particulars can be obtained from

THE SECRETARY,
7 Sicilian House,
Sicilian Avenue,
Southampton Row,
W.C. 1.

DALCROZE EURHYTHMICS.

VACATION CLASSES will be held
DECEMBER 29th to JANUARY 4th
inclusive.

Prospectus on application to—

THE DALCROZE SCHOOL OF EURHYTHMICS, LTD.,
23 Store Street, London, W.C. 1.

UNIVERSITY OF GRENOBLE (France).

WINTER TERM, 1920-1921.
3rd November to March 1st.

COMPLETE Course of University
Study in Letters, Science, Law, Medicine.
Polytechnic Institute. Commercial Institute.
Special Lectures on French Language and Literature for foreign students.

Complete Course of Phonetics. Practice in Reading and Speaking. (Groups of 6.)

Practice in Translation and French Composition.
Fees: 150 francs per term. (Exclusive of Practical Exercises.)

Family Boarding Houses from 60 to 150 francs a week.

Every Winter Sport (skating, sledging, ski, &c.), in the finest province of France.

More detailed information sent free on receipt of demand addressed to

COMITÉ de PATRONAGE des ÉTUDIANTS ÉTRANGERS,
UNIVERSITÉ DE GRENOBLE (France).

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 710.

PRINCIPAL of school highly recommends her head English teacher for position of responsibility. Would consider partnership or succession. Gentlewoman; registered. First-rate teacher and organizer. Guide officer. Address—No. 11,093.*

FRENCH Lady, Protestant, four years' experience in English schools, fluent English and German, seeks post for January. Would travel—Mademoiselle FOUQUET, Hill Court, Glengary, Co. Dublin.

FRENCH MISTRESS (diplômée), with long experience in good schools, requires a post in January. Good disciplinarian. Highest references. Address—No. 11,104.*

HOUSE MISTRESS or LADY MATRON.—Experienced, Scottish, age 43. Desires re-engagement January. Salary £120. Address—No. 11,097.*

Posts Wanted—continued.

TWO sisters seek posts together for January. One, Cambridge Higher Local Certificate, registered teacher, is able to take all general subjects and games. The other is willing to act as Assistant Housekeeper. Address—No. 11,096.*

FRANÇAISE, Brevet Supérieur, seeks post in Girls' School. London or South preferred. Mlle MAZALEYRAT, Woodlands, Brecon.

FRENCH Girl Student, Bachelor of Letters, seeks post of FRENCH MISTRESS in a Boarding School in the South of England. Address—No. 11,099.*

FRENCH MISTRESS (certificated, registered), long residence in France, experienced teacher, seeks reappointment in School accessible from Barnet. Disengaged. Non-res.—29 Normandy Avenue, Barnet.

A LADY who is an experienced English teacher requires a position as VICE-PRINCIPAL or HEAD MISTRESS in a Private School. Good organizer, thoroughly competent and accustomed to responsibility. Address—No. 11,100.*

POST as HOUSE MISTRESS, LADY HOUSEKEEPER, or SECRETARY desired by Lady, eleven years' successful School and College experience. French, German, typewriting, accounts, correspondence, catering, control of staff. Excellent testimonials. Salary £90. Address—No. 11,101.*

GENTLEWOMAN offers general assistance to Principal of country School—garden, kitchen, house, correspondence. Practical person of common sense and varied experience, including Colonial. Absolutely trustworthy, middle-aged. C. of E. £60-£70 resident. Address—No. 11,102.*

FRENCH teacher, with experience and good references, seeks post in private school near London. Address—No. 11,107.*

FRENCH MISTRESS (diplômée), with long experience in good schools, requires a post in January. Good disciplinarian. Highest references. Address—No. 11,111.*

Posts Vacant.

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OCCASIONAL NOTES.

THE recently published Report of the Burnham Committee on Salaries in Secondary Schools is by far the most important event in secondary education during the past few years so far as the teachers in the schools are concerned. The actual scales recommended by the Committee are lower than those which the associations of teachers in these schools have declared to be adequate, and will probably not be welcomed with enthusiasm, though it seems probable that they will be accepted. They will, it is hoped, put an end to the uncertainty and hardships of the chaotic conditions now existing. The recommendations as to the establishment of the scales show that the Committee have solved—in the main satisfactorily—many, if not most, of the knotty problems as to qualification, service and "carry over" with which they had to deal. Indeed, the members of the Committee may be congratulated upon the result of their work. Taking scales and recommendations together, the teachers may well consider that, with the application of the report, they gain much for which they have been fighting during the last two decades. They have secured a national salary scale for all schools maintained, or aided in salary, by local education authorities; and this must react favourably upon schools outside that category. They have obtained a principle for which they have long striven, the right to count all previous satisfactory service when position on a scale is fixed. Increments, except when service has been proved to be unsatisfactory, will be automatic, and the deeply hated "bar" disappears. Much remains to be settled by negotiation between authorities and teachers, and the right of appeal to the Reference Committee which has been set up will, no doubt, be exercised often enough; but, with good will on both sides, there should be no insuperable difficulties.

The objects of the Report are two-fold: to allay discontent among existing teachers and to attract entrants to the profession. The Report has yet to be accepted by both sides; even when this has taken place, he will be a bold man who ventures to prophesy either success or failure on either count.

IT is difficult, if not impossible, to believe that the signatories of Report B ever expected for one moment that they would live to see their proposed new University for Women in being. There is something about the bland suggestion which reminds one of the undergraduate's refuge: "These poems were not written by Homer, but by another man under the same name." The authorities of Girton and Newnham Colleges do not ask for, and therefore presumably do not want and will take no step to secure, a University of Women at Cambridge. Women now share the work of men in every department of intellectual life throughout the civilized world, and in every university in the United Kingdom they now have their place—excepting only in the University of Cambridge. We regard the whole question with the gravest interest, but we naturally envisage chiefly the effect these proposals would have upon the education of the country. We have advanced too far along the path of progress in the education of women to be content with a substitute for the training which nothing but university life can give. As between "women at Cambridge" and "Oxford women," who can doubt that in the future the prizes of the educational career would fall to those who need make no explanation and offer no apology for their position? Who can doubt that the most promising students would seek either the old university which now gives them their rights or one of the newer universities which have never withheld them? We heartily hope to hear in the near future that Cambridge has not been ashamed to follow in this matter the generous lead of Oxford.

THE proof of the pudding is said to be in the eating, and the soundness of a reform may be measured by the enthusiasm with which it is received by those most intimately concerned. If they are content to have their work judged by this criterion, those who have laboured in recent years for the abolition of Greek as a compulsory subject in Responsions should be well pleased. In the examination last September candidates were offered the choice of being examined either under the old regulations, including Greek, or under the new scheme, without Greek. Of the 228 men who sat for examination, 142 availed themselves of the new licence, as also did 26 of the 50 women candidates. The men would, of course, include a larger proportion of the type of students (science and others) for whose sake the new regulations have been framed than would the women, who are chiefly students of a literary type. Many critics are not without apprehension as to what will be the ultimate effect upon Oxford of the admission of Greekless students, and we should be among the first to discourage any so-called reform which aimed at undermining the position of Greek in our educational curriculum; but we hope and believe that Oxford will be the gainer by having opened her doors to a new type of student. At any rate, there are sufficient friends of Greek in Oxford to watch the interests of a language so

vital to our own national education, and may we not hope that those who have been the first to be admitted under the new regulations will feel it incumbent upon them to do their utmost to prove that Oxford was wise to temper her Hellenes with a mixture of *βαρβαροι*?

IN Circular 1153, which deals with the medical inspection of secondary and continuation schools, the Board of Education have, for the first time, given official sanction to the inclusion in medical inspections of observations of a specifically anthropological character additional to the measurement of stature, chest, and weight. In the schedule giving the details to be recorded by the medical officer, which is appended to the Circular, it is stated that further anthropometric data, such as, for example, the length and breadth of the head and the colour of the hair and iris, may be noted, if desired. The necessity for an anthropological survey of the people of this country, both on scientific grounds and as a matter of practical importance, has long been urged by anthropologists. It has been pointed out repeatedly that knowledge of the physical characters of the population and of the racial types of which it is composed is essential for the elucidation of a number of problems of vital importance to the educationist and to the State. Without study of the racial factors involved, it is impossible either to estimate with any certainty the effects of environment, to gauge physical deterioration, or to assign limits to the variability which is not inconsistent with normal development. In the circumstances, any official recognition which encourages a record of the facts is welcome. But the powers given by the Circular are permissive only. Whether any action is taken will depend on the local authorities and the zeal of individual medical officers. As the essential need is that a standard should be set up for the whole country, a partial survey is likely to be of little practical value. It was on this ground that the British Association, when meeting at Cardiff, urged upon the Board of Education the necessity of making compulsory the inclusion of such anthropometric observations in the medical schedule. It was further suggested that the record of such observations should be continued for a period of five years, thus giving ample opportunity for the observation of growth, while avoiding the accumulation of an overwhelming mass of data.

AT a recent meeting of representative managers of London elementary schools strong protests appear to have been made against the decision of the London County Council to admit head teachers to managers' meetings, and a resolution was carried urging the withdrawal of the regulation. In favour of this resolution, it was argued that it is undesirable to allow the Council's employed officials, in the persons of the teachers, to be present at the deliberations of managers, and to know how they voted. On the other side, it was pointed out that the head teachers of certain secondary schools attended the managers' meetings, and that the practice worked well. We may further point out that in all places of higher education which are not under local education authorities—and, we believe, in many which are under such authorities—the presence of the principal at meetings of the governing bodies is regarded not only as desirable, but as absolutely indispensable. How,

indeed, is it possible to have an informed and intelligent discussion, whether about an elementary school or about a university college, when the only person who knows all the facts, and is in daily contact with the teachers, the pupils, and the parents, is artificially debarred from sharing in the discussion, and even from supplying information at the moment it is needed? Of course, in the exceptional case when the head teacher's own personal position is being discussed, he would naturally withdraw. On the main question, however, the London managers are not only seeking to keep the heads of elementary schools in a disadvantageous position, but they are surely out of harmony with the whole trend of public opinion regarding the relations of employers and employed.

IT is beginning to be realized that the intentions of the Education Act, 1918, particularly in regard to extended secondary and central school accommodation, specialized instruction in elementary schools, and the provision of continuation and nursery schools, must, to a really alarming degree, remain mere castles in the air, unless the problem of the supply of teachers can be solved. The first essential—that of placing the salary question on a reasonable basis—has been receiving the serious attention that it deserves. But much more remains to be done, and unless it is done soon the consequences may be little short of disastrous. Hitherto the Board of Education has confined itself to pointing out the facts, and making almost pathetic appeals to the local authorities to bestir themselves. Meanwhile, the unprogressive local authorities do nothing; the progressive are placed in an awkward financial position as regards their training colleges; and some of the voluntary training colleges are on the brink of bankruptcy. The supply of candidates for the profession, in all its grades, is notoriously deficient; and the means of training them are gravely imperilled. Prompt action by the Board and the local authorities, in consultation, we would add, with the teachers' associations, both elementary and secondary, ought surely to be taken.

THE Director of Education for the City of Manchester, Mr. Spurley Hey, has collected some interesting information from eighty-two local education authorities regarding the supply of teachers. Replies to the question, "Has any shortage of intending teachers been experienced by your authority during the past ten years?" are, as might have been anticipated, generally in the affirmative. The chief causes of the shortage are, as a rule, stated to be the poor financial prospects of teaching, the greater attraction of other occupations, and the duration and expense of the training. Among other reasons given is one to which we have had occasion to refer in this column, *i.e.* the abolition of the pupil-teacher system. Another more disturbing cause referred to by several of Mr. Hey's correspondents is the direct discouragement by members of the profession to young persons who might otherwise enlist. We hope and believe that this attitude is exceptional. The answers to the inquiry as to whether there has been any recent increase in the number of entrants to the profession of teaching are not, on the whole, discouraging, although it cannot be said that "the ayes have it."

**Anthropometrics
in School.**

**The Supply of
Teachers.**

**Teachers at
Managers'
Meetings.**

**Causes of the
Shortage.**

A Special Training Course for ex-service Men.

THE Ministry of Labour, in conjunction with the Board of Education, have established at Sarisbury, in Hampshire, a residential training college, in which ex-service men not possessing, or at any rate not necessarily possessing, the usual entrance qualifications, may be prepared for elementary - school work, but with special reference to manual occupations. It is also understood that the provision of other colleges of the kind is in contemplation. There are, of course, two ways of regarding the experiment. As a temporary expedient for giving the best kind of aid to ex-service men, and for helping to solve the urgent problem of the supply of teachers, it will, we think, be almost universally approved. Opinions may differ, however, as to the wisdom of a relatively permanent arrangement of the kind. It may be felt by some that over-anxiety to secure teachers may lead to the adoption of unsatisfactory methods which will soon defeat their own object. On the other hand, it may be suggested that the normal course of preparation, including the secondary school and the training college curricula, tends to the over-production of teachers trained on exclusively academic lines; and that it may well be supplemented by a course designed on more practical lines, especially having regard to the provision of the Education Act requiring practical instruction to be given in elementary schools. The experiment certainly needs to be watched. Meanwhile it can do no harm, provided the personal fitness of candidates is guaranteed.

The London University Site.

THE Senate of the University have accepted Mr. Fisher's offer of the Bloomsbury site; but they have accepted it with important reservations. The first is that any grant for maintenance or rates for the new building shall not be reckoned as part of the grants made for educational purposes. The Senate desire to allocate the portions of the site in any way they please, and will not surrender the present buildings until the new are ready, and these new buildings are to contain 50 per cent. more floor space than the present. They decline to vacate King's College until after the agreement about the administrative offices at the Imperial Institute has been ratified; for it is evident that the Government need the King's College site as an enlargement of Somerset House much more than the building at South Kensington. But Mr. Fisher will have some difficulty in persuading the Government to spend nearly three millions of money on this plan. The University College party has gained its majority in the Senate, but its victory is not all it hoped. The great objection to the plan was that it would probably lead to the extinction of certain chairs; for if A., a professor of European celebrity, were lecturing at one college, who would go to hear B., an average professor, at the college next door? Several graduates, too, have suspected that, with this collection of the University into one quarter would come the suppression of the external student, a side of the University which is regarded by them as the chief *raison d'être* of its existence.

Primary Education.

THE results of the formal examination of selected material from elementary schools seems to imply either that we expect too much from the system of primary education or that there is something lacking in the methods of teaching. The Somerset Education Committee

recently held a qualifying examination for candidates for free places in public secondary schools in the county. There were 784 candidates, and of that total 287 reached a satisfactory standard in elementary subjects. In another administrative area the pupils who enter for an examination for junior scholarships are usually between eleven and a-half and twelve and a-half years of age. Attending the elementary schools in the area there are 8,000 children within these age limits, and of this total the average number of candidates presented for examination during the past ten years has been about 1,200. Of this number, which represents 15 per cent. of the available material, only a little more than one-fourth succeeded in reaching a creditable standard in the subjects of arithmetic and English. The conclusion seems to be that, unless some improvement can be effected in the primary stages, the results of still further extending the period of compulsory education are likely to be disappointing.

West Riding Evening Classes.

AN exceptionally complete scheme for the generous encouragement of evening schools, technical schools, and classes and schools of art appears to be contemplated under the regulations of the West Riding of Yorkshire Education Committee. Exercising the powers conferred upon them by the Act of 1918, the County Council have resolved, subject to their approval of the arrangements and the expenditure involved, to take over financial responsibility for such developments of higher education as may be initiated and carried out in the administrative area. For the present the work remains entirely upon a voluntary basis, and it is recognized that the success of any scheme depends upon the efforts put forward by persons resident in the various localities who are prepared to render voluntary service. On the other hand, it is suggested there is need to create a local public opinion in favour of such education, and it is no less essential that the provision made should be as efficient and complete as circumstances allow. In addition to evening schools, technical schools, schools of art, and technical classes, the regulations contemplate the subvention of efficient non-vocational teaching for adults who may or may not have attended more systematic forms of instruction. The principal aim is to provide education as a means to increasing the interest and fullness of life and the possibilities of civic service. It is also desired to supply education for leisure time as distinguished from instruction as a means of increasing technical skill in industry. In these days, more particularly, we are in danger of forgetting that a man "needs knowledge not only as a means of livelihood, but as a means of life."

Lancashire Medical Inspection.

IT is not so very long ago that we compelled parents to send their children to school, and did not concern ourselves—except in so far as the teachers were vigilant—whether the boys and girls were in a physical condition to be taught or to learn. The School Medical Service has remedied this defect in our policies, and in the county of Lancashire the work appears to be done with commendable care and efficiency. The eleventh annual report of Dr. Butterworth states that the county is divided into smaller areas, which are assigned to medical officers and nurses. During the year over 40,000 children were examined by the medical officers, and 181,329 by the school nurses. Over 9,000

children were recommended for specific treatment, and the medical officers interviewed nearly 5,000 parents at the schools. This represents a large amount of well directed effort. A striking testimony as to the value of the work done by the service is shown in the statistics relating to children found to be in a verminous condition. In 1910 there were 9,000, and in 1914 this total had decreased to 3,732. During the War the supervision was largely withdrawn, owing to the departure for naval and military service of the majority of the staff, and, in consequence, the number of verminous children in 1919 was nearly double that of 1914. Dr. Butterworth's report contains much useful information regarding the prevention of general disease, the causes of rheumatism in school children, and among other papers of particular interest is a contribution on the causes and associated conditions of retarded educational progress.

OF the multitude of problems raised by the Education Act, 1918, not the least is that which refers to the inclusion, in the curriculum of elementary schools, of "practical instruction, suitable to the ages, abilities, and requirements of the children." About thirty years ago, "manual instruction" began to be organized in large towns, but certainly on wrong lines. It was formal and merely imitative in character; it was quite wrongly confined to the older children; and, being provided for in separate "centres," under the control of separate head teachers, it got entirely out of any relation to the rest of the child's education. Not only so, but the teaching tended to fall into the hands of persons who, though skilled craftsmen, had not the training which enabled them to view handwork as part of an organized scheme of general education. The work done has been very good of its kind, but it is the kind that is in question. We trust the time is not far distant when every school will have its workroom. Meanwhile, we welcome the Board of Education's announcement, in Circular 1177 of September 2, 1920, that after January 1, 1921, a person desiring recognition as a handicraft teacher in an elementary school must not only be competent in the special sense, but must also be qualified for recognition as a certificated, or at least as an uncertificated, teacher. In other words, the handicraft instructor of the future must have added his special qualifications to an adequate general education, and to a broader outlook upon the work of an elementary school.

SCALES OF SALARIES FOR SECONDARY SCHOOL TEACHERS.

By J. H. ARNOLD.

THE Standing Joint Committee consisted of representatives of local education authorities on one side and of associations of teachers on the other, in equal numbers. The County Councils and the Municipal Corporation Associations, together with the Association of Education Committees and the London County Council, appointed the authorities' panel, and the Associations of Head Mistresses, Head Masters, Assistant Mistresses, and Assistant Masters, together with the National Union of Teachers, appointed the teachers' panel. Lord Burnham was the chairman, and Messrs. Leslie (secretary of the Association of Education Committees) and Dunkerley (organizing secretary of the Assistant Masters' Association) acted as secretaries of their respective panels.

In considering their report, which has just been issued, it must be noted that its recommendations have yet to be accepted by the bodies concerned, and that, even when accepted, they will apply only to schools maintained by local education authorities, or to those in which these authorities accept responsibility for the salary scales. Nevertheless, the Committee itself anticipate that their findings will receive the serious consideration of the governing bodies of other schools, and there is little doubt but that this will be the case. An examination of the recommendations will show that, though the Committee have laid down definite salary scales and general principles for their application, much is left for decision by the separate authorities after, in many cases, negotiation between the authorities and the teachers' organizations. Matters of disagreement between an authority and its teachers, whether as to adoption, change, or interpretation of a salary scale, are to be referred to the Committee, either by the authority or through the executive of one of the teachers' associations represented on the Committee, acting in the latter case with the consent of the teachers' panel. For this purpose a "Committee of Reference" is to be set up, consisting of ten members nominated by the authorities' panel and ten nominated by the teachers' panel of the Joint Committee, under the chairmanship of Lord Burnham or his nominee and with the same panel secretaries, Messrs. Leslie and Dunkerley.

The minimum duration of the scales will be from September 1, 1920, the proposed date of the introduction of the scales, until April 1, 1925, during which period the teachers' associations agree not to press, or countenance pressure, for an advance on the Committee's scales. If, however, after April 1, 1921, the datum figure of the cost of living reaches 170 per cent. on pre-war cost and remains there for six months, the Committee may be called together to adjust the scales to meet the abnormal economic conditions for such period as the abnormality has existed, or continues to exist, the adjustment not becoming operative before April 1, 1922.

The following are the scales recommended:—

ASSISTANT MASTERS AND MISTRESSES.

A.—Graduates.

Areas.	MASTERS.			MISTRESSES.		
	Minimum.	Annual Increment.	Maximum.	Minimum.	Annual Increment.	Maximum.
England & Wales (except London)	£ 240	£ s. d. 15 0 0	£ 500	£ 225	£ s. d. 0 0 15 0 0	£ 400
London ...	290	15 0 0	550	275	0 0 15 0 0	440

B.—Non-Graduates.

England & Wales (except London)	190	12 10 0	400	177	10 0 12 10 0	320
London...	210	12 10 0	450	197	10 0 12 10 0	360

The "London Area," both in this report and in that referring to salaries in elementary schools, is the area wholly or partly within the Metropolitan Police district. It will be a matter for agreement between authorities and teachers concerned as to whether the London scale is adopted; but, if so, it must apply to the whole of their respective areas. If no agreement is reached within six months from the date of issue of the report, the Committee will itself publish what it considers is an appropriate scale.

Owing to differing types of schools and local conditions, no scales are recommended for head masters and head mistresses. The committee simply suggest that the minima should be £600 and £500 respectively.

Certain qualifications are to be considered as equivalent to a pass degree of a university of the United Kingdom. These include: in art, the new teaching certificate of the Board, the A.R.C.A., and the Art Master's certificate in Group I plus one other group; in French, the Licence ès Lettres, the Doctorat d'Université (thesis in French), and Doctorat d'Etat ès Lettres; similar equivalent qualifications in other languages; in science, the A.R.C.S. of both London and Ireland; in music, the F.R.A.M. and the A.R.A.M. Certain other ex-

aminations, of second school examination standard, passed by non-graduates under certain conditions, and followed by a three years' full time course and examination thereon, may be held as equivalent to graduation.

Local authorities, in considering the placing of non-graduates on graduate scales, are to accept a less exacting standard for existing teachers. A non-graduate already on a local graduate scale is to remain there. Non-graduates who began teaching before April 1, 1912, who possess adequate educational qualifications, and whose service has been "meritorious," are also recommended for the graduate scale.

The above scales are basic; but certain additions are to be made to them. A good honours degree will add £25 to the minimum and £50 to the maximum of the scale. "Good honours" needs defining. A "first class" is, of course, recognized, and it is almost certain that a "second" at Oxford, Cambridge, or London will be accepted. The report states, however, that a "second" is not to be recognized unless circumstances appear to merit it. Here, in case of dispute, there is an appeal to the Reference Committee with the consent of the teachers' panel. Successful research work, or other post-graduate achievement, may be similarly recognized. One year's post-graduate training in teaching, or other similar qualifications, will add £20 to the minimum of the scale; three years' training, in the case of non-graduate teachers, will add £12. 10s., but in neither instance must the appropriate maximum be exceeded. Finally, and this in addition to any other allowances, posts of special responsibility will carry an extra £50 for men and £40 for women, added to both minimum and maximum, so long as the posts are held.

Both masters and mistresses are to be brought to their correct positions on these new scales, by the addition to their present salaries of the amounts necessary to place them at their correct positions on the appropriate scales. This is to be done by three instalments: half of this necessary amount as an increment on and from the date of the introduction of the scale, one quarter at the end of the first year, and the remaining quarter at the end of the second. The "carry over" is thus spread over a period of two years, subject to service being satisfactory.

In computing salary under the new scales, service in secondary and preparatory schools recognized as efficient by the Board of Education, service in other schools or institutions within the British Empire admitted by local authorities as of equivalent standard, and service with the Forces of the Crown during the war will be accepted. As to the rates at which service in elementary schools and other State-aided institutions under local authorities will be reckoned, the report itself should be consulted. In cases of dispute an appeal will lie, under the usual conditions, to the Reference Committee.

There are, of course, numerous points which cannot be considered here. Four matters of general interest, however, may be noted: when a teacher graduates, or is put upon a graduate scale, his or her salary will at once be increased by the difference between the minima of the graduate and non-graduate scale; no increment is to be withheld unless service for the year in question has been declared unsatisfactory, and even so the effect is, ordinarily, to be limited to one year; no scale or individual salary now in operation is to be reduced in consequence of the recommendations of the report; no authority, outside the London area, shall adopt the "London" scale without the consent of the Reference Committee.

MANY people are reading or talking about Mrs. Asquith's autobiography. Lady Gwendolen Cecil and Mr. Leonard Huxley have called in question the accuracy of her recollection, but it was thought her French was beyond cavil; yet we find her calling Sir William Harcourt *un bon viveur*. It is astonishing that Viscount Harcourt has not written protesting against this libel on his father, who may have been *un bon vivant*, but certainly never *un viveur*.

EDUCATION IN IRELAND.

THE "Irish Office" in London has sent out the following statement for publication in reference to the Report of the Intermediate Education Board, of which a summary was given in these columns last month:—

INTERMEDIATE EDUCATION IN IRELAND.

The recently published Report of the Intermediate Education Board for Ireland has drawn upon the Government a certain amount of undeserved censure for the inadequacy of the provision made to meet the urgent needs of secondary education in that country.

The financial section of the report makes melancholy reading, and it is not necessary to be an educational enthusiast to agree with the Commissioners' conclusions that the present state of Irish intermediate education demands immediate and most careful attention from the Government. It is a matter for some surprise, however, that this report, which was no doubt true at the time it was written, was allowed to be issued without correction, when measures to remedy the principal evil to which it draws attention—viz. the under-payment, and consequent shortage, of secondary teachers—had already been taken.

The Education (Ireland) Bill, which has now been before Parliament for several months and has been delayed in its passage because of the pressure upon the time of Parliament and also by the failure of the different denominational bodies in Ireland to come to an agreement as to its acceptance or amendment, represents a genuine desire on the part of the Government to place the whole educational system on a permanently satisfactory basis and, in particular, to secure that Ireland shall in future receive her full equivalent of the grants made for educational purposes in England and Wales from money provided by Parliament.

By virtue of Clause 24 (2) of the Bill, this financial provision will operate retrospectively to April 1, 1919, and will, therefore, cover three-quarters of the calendar year dealt with in the report.

The Government grant to Irish education for the year 1919-20 is calculated at £300,000, and a departmental committee has already agreed to the allotment of £64,000 of this sum for the payment of increased salaries to intermediate teachers for that year. This prospective increase being contingent on the fate of the Bill which has not yet been passed by Parliament has very properly been disregarded by the Commissioners in their statistics of teachers' emoluments, but the absence of any reference to the fact that, at the time the report was issued, an interim grant of £50,000 had already been sanctioned by the Treasury and would be immediately available for distribution, makes this part of the report unnecessarily misleading.

The explanation is, no doubt, to be found in the fact that the report, although only published on September 13, was evidently written before the beginning of July, whereas the rules for the distribution of the interim grant are dated August 3. It is desirable, however, that the correction should now be made and that the educational world should know that the interim grant, although falling considerably short of the provision made by the Bill, is sufficient to provide an average payment of slightly more than £20 for every registered teacher in Ireland.

This increase is not, and does not pretend to be, a full and equitable satisfaction of the claims of intermediate teachers in Ireland for an adequate standard of remuneration, but it affords an effectual temporary amelioration of the hardship to which they are put because of the inability of the Irish people to agree about an Irish educational system.

The new Department of Education proposed by the Bill, which will take over the powers of the existing Irish education authorities, will be staffed and maintained as a charge on the Irish Vote, and the present funds of the Intermediate Board, which have hitherto been largely absorbed by the administrative expenses of that body, will then be wholly applied as a "secondary education endowment" to the payment of capitation grants for the upkeep of secondary schools and to grants for the augmentation of the salaries paid to secondary teachers.

The total provision made by the Bill should ensure that the scale of remuneration of secondary teachers in Ireland shall in future be sufficient to attract the right class of men and to enable a high standard of professional qualification to be maintained.

Our notes clearly stated that since the Report was published an interim grant of £50,000 had been made to increase the salaries of teachers for the past year. We are not concerned here to defend the Intermediate Board, of which we have often been outspoken critics, but we cannot see that they are to blame for any censure that the Government

may have incurred in respect of the Report. The Report is introduced by a letter from the Chief Secretary's office, dated July 9, acknowledging the Report which had been sent to it on July 1. From that date the Intermediate Board ceased to have any control over the Report, which was printed and published by the Irish Government. It was late in July before any announcement was made about the new grant, and the Government could easily, if they wished, have issued a statement with the Report showing that part of the criticism which it made had been nullified by subsequent action. To an outsider it might appear that the grant was made, partly at least, on account of the scathing denunciation which the Report contained.

The Intermediate Board, however, can look after themselves. But what will the teachers think of the Government's defence? It is completely out of touch with them. Many of them have urged the Government to pass the Education Bill, but it has never even been brought forward for second reading in the House of Commons, where it might have been discussed, and the possibility of agreement on its acceptance or amendment have been discovered. What steps have the Government as a Government taken to find out whether agreement could be come to on its main principles and what amendments, if any, are necessary? Can one infer from the Government's statement whether they intend to go on with the Bill or not? But on one point all teachers will regard the statement as completely unsatisfactory and misleading. It says that "measures to remedy the underpayment and consequent shortage of secondary teachers had already been taken," and, again, "the interim grant is sufficient to provide an average payment of slightly more than £20 for every registered teacher in Ireland. This increase does not, and does not pretend to be, a full and equitable satisfaction of the claims of intermediate teachers in Ireland for an adequate standard of remuneration, but it affords an effectual temporary amelioration of the hardship to which they are put because of the inability of the Irish people to agree about an Irish educational system."

If the Government think that £20 is an effectual, even if temporary, amelioration of secondary teachers' hardships, the sooner they are undeceived the better. Will the Government observe the following facts? Their own minimum salaries under the provisions of the Duke Grant of 1918 are £160 for men, and £110 for women. The Molony Report (Appendix VI) of 1919 gives the average salaries of assistant teachers in Roman Catholic secondary schools as £131 for men and £99 for women, and in Protestant secondary schools as £171 for men and £100 for women. To these figures the Government have added in September of this year, when the summer vacation was over and the schools were reopened, an average of £20 for the year ending June 1920! The Molony Committee recommended that the initial salary should be not less than £180 rising to £450, with a pension in prospect. How do the actual salaries compare with this recommendation, and how do they compare with the recommendations of the Burnham Committee in England? It is true that the secondary schools have by great efforts increased salaries during the year, but they still remain altogether inadequate, and many schools are in consequence in serious difficulties, and some have been closed. One more question. Why have the Government agreed to an Arbitration Board for the salaries of Irish primary teachers, and why do they not do the same for secondary teachers?

SCHOOL TEACHERS SUPERANNUATION RULES.—The Board of Education propose, with the consent of the Treasury, to amend these rules as follows:—Notwithstanding anything contained in Rule 20 of the School Teachers Superannuation Rules, 1919, absence on sick leave with or without pay shall be treated as recognized service for the purpose of determining whether a death gratuity may be paid to the legal personal representatives of a teacher and for the purpose of calculating the amount of that death gratuity, but for no other purpose, provided that no such absence shall be treated as service after a teacher has been continuously absent on sick leave for twelve months.

PERSONAL PARAGRAPHS.

By the death of Mr. Arthur Sidgwick a striking personality has been removed from University life. Mr. Sidgwick entered Trinity College, Cambridge, from Rugby, in 1859, and, two years later, was elected a Scholar of his college. His many successes during his college career included the Bell Scholarship in 1860, the Porson Scholarship in 1861, the Members' Prize in 1862, 1863, and 1864, and the Senior Chancellor's Medal in 1863. A year after, finishing second in the Tripos, he was elected to a Fellowship at Trinity and returned to Rugby to take up a Mastership under Dr. Temple. His instructive and interesting methods, his thorough understanding of boy nature, and his keen sense of humour, together with his ardent spirit, aroused the enthusiasm and love of his pupils and made his Mastership one of the most memorable at Rugby. After fifteen years' service he became Classical Lecturer and Tutor at Corpus, Oxford, and shortly afterwards was elected Fellow. His lectures on the Greek tragedians attracted large audiences, and in 1894 the delegates of the Common University Fund appointed him Reader in Greek, a post which he held until his resignation in 1906. At Oxford his zeal and energy carried him into many spheres of academic activity, particularly the work of the Oxford and Cambridge Joint Board, the Local Examinations Delegacy, and the Association for the Education of Women. A deep thinker and an ardent educationist, he fought again and again in the cause of women's education, and he was equally enthusiastic in his views on the value of systematic training for secondary-school teachers. Although so fully occupied in many directions, he yet found time to write school editions of Aeschylus and Virgil, and books on Greek verse and prose composition, and at the time of his death he was probably the oldest contributor to *The Journal of Education*. A politician in addition, Mr. Sidgwick was for twenty-five years President of the Oxford City Liberal Association, and an indefatigable and undaunted supporter of his party. He was also a keen naturalist and explored many parts of Great Britain and Switzerland in the pursuit and collection of moths. His life is past: his record as a citizen and a teacher remains.

* * *

DR. O. S. SINNATT, M.C., whose appointment to the Professorship of Aeronautical Science at the R.A.F. Cadet College, Cranwell, was recently announced, is a native of Liverpool and a former student of the Manchester College of Technology and Manchester University. He has been Lecturer in Engineering at King's College, London, since 1905. During the early part of the war he was for a time in charge of the O.T.C. Training Camp at Perivale. Later he was transferred to the London Regiment and saw service in France, where he became second in command of the 2/2 Battalion. In 1917 he was severely wounded at Poelcappelle, and on returning to England was awarded the Military Cross and attached to the Air Ministry as a technical officer in the Instrument Division.

* * *

THE death of Mr. D. H. Nagel, Vice-President and Senior Tutor of Trinity College, Oxford, at the comparatively early age of fifty-seven, deprives science of an ardent teacher and the University of a most active man of affairs. Mr. Nagel was educated at Dundee Institution and Aberdeen University, and was elected to the Millard Scholarship at Trinity College, Oxford, in 1882. He was awarded the Taylorian Exhibition in German in the following year, and obtained a first class in the Final Honours School of Chemistry in 1886. Two years later he was appointed Lecturer in Chemistry and Physics, and in 1890 was elected Fellow and Science Tutor of his college. He succeeded the President as Senior Tutor and Junior Bursar in 1907, and for nearly twenty years he was mainly responsible for the laboratory which Trinity shared with Balliol. A most patient teacher, Mr. Nagel took the utmost care to make his students clearly understand their work, and he was an admirable, though kindly, critic in the laboratory. It was due to his skill and intimate knowledge of the physical as-

pects of chemistry, that the planning and supervision of the practical course in physical chemistry in 1904 was so successfully carried out. Mr. Nagel's breadth of knowledge concerning natural science, his clear perception of the relationships of the various branches of science, and his well balanced judgment were characteristics which gave him an outstanding position on all university boards and committees in the Science Faculty. He was Chairman of the Board of the Faculty of Natural Science, a leading member of the Committee for Agriculture and Forestry, and a delegate of the University Museum, and he rendered great service to the University by his endeavours to secure due co-ordination of these and other bodies. He also exerted considerable influence on school education by his work as a delegate for local examinations and school inspections, and was nominated by the Vice-Chancellor to serve on the Prime Minister's Committee on the Teaching of Natural Science. His sympathetic and unselfish nature, and his innate modesty, endeared him to the most varied types of students, and enabled him to exert a wonderful influence on university life.

THE announcement of the impending resignation of Dr. E. A. Knox, Bishop of Manchester since 1903, will be received with universal regret. The resignation is to take effect at the end of the year, and is made on the ground of permanent physical inability to discharge effectively the duties entailed by the oversight of so large and populous a diocese. Dr. Knox is now in his seventy-third year. From St. Paul's School he was elected to a scholarship at Corpus Christi College, Oxford, where he gained high honours. After holding a tutorship at Merton College for ten years, he accepted the college benefice of Kibworth Beauchamp in Leicestershire, and in 1891 took charge of the parish of Aston, Birmingham. Three years later, on Bishop Perowne's nomination, the Crown appointed him Bishop Suffragan of Coventry, and in 1903 he succeeded Bishop Moorhouse, at Manchester, on Mr. Balfour's nomination. One of the striking features of Dr. Knox's tenure of the See has been the great missions on Blackpool sands during the holiday season.

THE appointment of Mr. I. Morgan Nicholas as Director of Music for the County of Montgomery recreation scheme evidences the earnest endeavours being made towards the advancement of the education and welfare of the community throughout the Principality. Mr. Nicholas, who was trained at the Royal College of Music, has been assistant organist at the Chapel Royal, Windsor, and deputy organist to Sir Walter Parratt at St. George's Chapel, Windsor Castle.

LIVERPOOL COLLEGE has suffered a deep loss by the death of Mr. T. T. Knowles, chief mathematical master for nearly thirty years. During the greater part of his tenure Mr. Knowles acted as vice-principal of the college, and few teachers have done more for education in Liverpool. Characterized with a wonderful capacity for imparting knowledge, he spared no efforts in the interests of his pupils, many of whom are now holding high positions all over the world. With a courteous and gentle, but withal a firm, manner, he awakened the enthusiasm and love of his pupils, and his sound judgment and advice were always in great demand.

DR. J. BRETLAND FARMER, F.R.S., the well known Professor of Botany at the Imperial College of Science, has been appointed a member of the Advisory Council to the Committee of the Privy Council for Scientific and Industrial Research.

MR. S. W. BURNELL, of the Sir George Monoux Grammar School, Walthamstow, has been appointed Director of Education and Chief Executive Officer to the Walthamstow Education Authority. Mr. Burnell's early scholastic career included service as assistant master and science demonstrator under the late Plymouth School Board. In 1903 he was ap-

pointed science master at the Walthamstow Technical Institute and Secondary School, and was transferred to the Sir George Monoux Grammar School in 1916. For some years he has also held the post of Head of the Chemical Department at the Tottenham Polytechnic. During the war Mr. Burnell served with the Royal Engineers in France, and was twice wounded. He was recommended for a commission while in France, and was gazetted to the Royal Artillery in 1918. He took an active part in the early work of education in the Army, and was appointed a delegate to the Army Educational Conference in 1918.

MISS G. L. WHITAKER, Senior Mathematical and Second Mistress at Drake and Tonson's School, Keighley, has been appointed Head Mistress of Ribston Hall Secondary School, Gloucester.

ONLOOKER.

TOPICS AND EVENTS.

NORTH OF ENGLAND EDUCATION CONFERENCE.—This Conference is to be held in Sheffield in January next. The Marquis of Crewe (Chancellor of the University of Sheffield) has accepted the Presidency of the Conference. The Lord Mayor Elect (Alderman W. F. Wardley) has undertaken to give a reception at the Town Hall on the evening of January 6 to the delegates attending the conference. The opening session is to be held at the Victoria Hall on January 7, commencing at 10 o'clock, when the President of the Board of Education will give an address. The remaining sessions will be held in the afternoon and on the morning of January 8.

CADETS AT SANDHURST.—Last month 192 cadets entered the Royal Military College, Sandhurst, with the view of making the Army their permanent profession in life. The large majority—135 in all—qualified for admission by passing an open examination conducted by the Civil Service Commissioners, and the others included King's Cadets, candidates nominated by the Army Council, and ex-officers who served in the War. The successful candidates entered from no fewer than eighty-one different schools, and the marks gained in both the compulsory and the optional subjects gave evidence in the main of a standard of education above the average of former years. Another notable feature of the examination was the increased number of candidates from the smaller schools of the country, a circumstance probably not unconnected with the fact that, under recent regulations, the tuition fees payable for the sons of civilians have been reduced from £150 to £75 a year. So far as the sons of officers are concerned, the amount to be contributed continues in each instance to be dependent on the position held by the father in the Army, the Royal Navy, the permanent military forces of the Overseas Dominions and Colonies, or the Royal Air Force. But this amount has also been to some extent affected by the new regulations. In the case of a Major-General, for example, it has been increased by £5, and of a Lieutenant-Colonel or Colonel by £15.

SUMMER SCHOOLS IN KENT.—That the summer schools held this year in Kent have met the needs of the teachers in the county is amply demonstrated by the keenness manifested by the students throughout the courses. This keenness was most marked at the County Committee's Summer School held at Folkestone, where 129 students were on the roll. Nearly half of these are engaged in teaching in the schools of Kent. Others came from places as far distant as Cumberland, Northumberland, and Ireland. Special features of the school were the lectures on pedagogy given by Prof. J. J. Findlay and the demonstrations of practical activities in nursery and infant schools by Miss W. A. Bone. The students were drawn from all types of schools—elementary, secondary, and technical—and comprised heads, assistants, and teachers of special subjects. In anticipation of the demand for textbooks bearing on the work of the school in relation to handicraft, a number of books were sent down from the Committee's Central Library for teachers. The demand for certain of these books was so great that a very short limit of time had to be fixed for the retention of a volume by each student. The courses included practical activities for young children, handicraft for boys and girls, including the preparation of demonstration models, constructive and decorative needlework, art subjects, including blackboard drawing, brush drawing, and primary drawing, and village industries. There were workshops,

including a well fitted carpentry shop, and a department for metal work, having a miniature forge with continuous blast. Modelling, weaving, toy-making, &c., were taught by experts.

ROYAL VICTORIA HALL.—The Royal Victoria Hall, or "the Old Vic.," to give it the name by which it is commonly known, has reopened for the season 1920-21. As usual, the management is presenting chiefly Shakespearean plays, and opera in English. The Vic. Shakespeare Company are producing "The Winter's Tale," "King John," "King Lear," "Twelfth Night," "The Merchant of Venice," "The Taming of the Shrew," and "As You Like It." Interspersed among the plays, most of the better known operas, "Carmen," "Il Trovatore," "Tannhäuser," "Cavalleria Rusticana," "Pagliacci," "The Magic Flute," and "Lohengrin" will be sung. From our visit to "The Winter's Tale," it would appear that, if the company attains the same standard in the other Shakespearean plays, it will have achieved a notable record. The attention of teachers may be drawn to the fact that two *matinées* weekly will be given for schools. Undoubtedly this is the real method to teach the love and appreciation of our great poet-dramatist. Loathing rather than love is engendered if Shakespeare is merely studied for examinations, and too much stress cannot be laid on the importance of seeing Shakespeare's plays as a means of acquiring the power to read and enjoy his works, and of learning something of the wonderful knowledge of human nature which he displays. Three lectures are also announced for the second Tuesday of each of the remaining months of this year. During the whole of Christmas week, and at occasional performances afterwards, a nativity play by the Rev. Father Andrew, S.D.C., called "The Hope of the World," will be produced.

SPANISH AT LIVERPOOL, 1920.—An intensive course in Spanish language and literature was held at the University of Liverpool, from August 30 to September 15, 1920, under the direction of Mr. E. Allison Peers. The eighty students who attended the school were graded into Elementary (A), Higher (B), and Advanced (C) stages, and each class was subdivided for conversation. The morning's time-table comprised lessons in grammar and composition, reading and oral work. In grammar and composition, Mr. J. N. Birch, of the University of Sheffield, who took the higher students, and Mr. J. H. Spear, who took charge of Class A, gave very welcome guidance. The whole teaching of advanced students was in the hands of Spaniards—Señor Catalán, Señor Pascua, and Señor Jörissen—who had come over from Madrid for the course, and also had charge of the conversation groups. For the afternoons, lectures were arranged on a diversity of topics. There were, for example, entertaining lectures in Spanish on the life of the Spanish student; a Spaniard's impressions of England and the English; and a visit to the city of Toledo. Mr. A. E. Collyer, who is attached to the Lancashire Education Committee and has lived for many years in South America, gave two lectures on Mexico and the Mexican Revolution; while the Director and Señor Solís aroused keen interest by their courses of lectures on Calderón and Cervantes. A new feature of Spanish teaching was a short course of lectures, illustrated by a textbook, on practical Spanish phonetics. Four afternoon conferences on methods of teaching Spanish were each attended by from twenty to thirty teachers. It is probable that this Summer School of Spanish will develop considerably in future years, especially in the direction of phonetics. Already a number of classes and reading circles have been formed for the winter in connexion with it, and at least one further conference of teachers has been arranged. Spanish is now so much a part of the ordinary secondary-school curriculum that both students and teachers will probably be glad in the future to make use of the facilities which Liverpool is offering to them.

LECTURE CONCERTS.—Occasional lecture concerts, specially for schools and colleges, are being organized by Miss Clarisse Speed at the Kingsway Hall, London. The general public will also be welcome. The lecture concerts are to serve the same purpose as Shakespeare plays do at the "Old Vic." and elsewhere; they will provide suitable performances of the great works of imaginative art for young people. Only of late years has it been recognized that we should help boys and girls to acquire a liking for good music as well as for good books; that we do them a wrong if we talk much of Shakespeare and are silent on Bach and Beethoven. The first lecture concert, on November 27, is specially intended for older pupils in schools and students in training colleges and evening institutes. The "lecture" consists of informal talks to induce appreciative listening to the chamber music and solos comprising the programme. Vocal music will be supplied in the interval by the young audience, who will sing, Dr. Borland conducting, Parry's

fine setting of Blake's stanzas, "Jerusalem." Details can be obtained from Miss Speed, 25 De Quincey Road, Tottenham, N.17.

THE HEINEMANN FOUNDATION FOR LITERATURE.—Subject to a life interest of his mother and two sisters, half of the late Mr. Heinemann's residuary estate is left as a gift to the Royal Society of Literature for the establishment of a foundation or scholarship fund, to be called "The Heinemann Foundation for Literature." The purpose of this foundation is to help in the production of literary work of real value. The prize, or prizes, shall be deemed awards for actual achievements. Works in any branch of literature may be submitted for the verdict of the Royal Society of Literature, and their verdict shall be final and without appeal. Works of fiction will not be excluded from the competitions, but the judges are requested to bear in mind that the testator's intention is primarily to reward those classes of literature which are least remunerative—poetry, criticism, biography, history.

A LEADING REVIEW AND EDUCATION.—The October issue of the *Nineteenth Century and After* contains two articles of immediate interest to educational workers. Prof. Foster Watson attempts to answer the question, "Was Shakespeare ever a Schoolmaster?" and Lady Cooper discusses certain problems of elementary education. The only direct evidence Prof. Watson adduces is that of Aubrey, the antiquary, born in 1626, who states, "though, as Ben Jonson says of him [Shakespeare], he has but little Latin and less Greek, he understood Latin pretty well, for he had been, in his younger days, a schoolmaster in the country." But, since Aubrey was born ten years after Shakespeare's death, this is not very convincing. But Prof. Watson's evidence of the unexampled shortage of teachers in Shakespeare's youth has a special significance just now, when educational authorities are at their wits' end to staff their schools. Lady Cooper is greatly concerned about the religious education of school children, but we fancy that many of her fears are imaginary, and that her suggested remedies would introduce complications and jarrings which she seems unable to imagine. She makes "bold to say that as we have an army of young clergy of all denominations, they, from their special calling, are the men to be entrusted with this work. There is no valid reason why all these men under a certain age limit of thirty years old should not undertake to teach in our national schools, *not* religion, for that primarily has to be taught by example. But why not take their turn, as other teachers do, in secular subjects and the ordinary curriculum?" It is unnecessary to answer Lady Cooper's question here; but that she asks it indicates the value to be attached to any suggestions she has to make.

FOREIGN AND DOMINION NOTES.

ITALY.

The alliance between Italy and England has not yet effected that wholesome strengthening of the cultural ties between the two countries of which there was legitimate hope. Under the heading, "I rapporti culturali fra Italia e Inghilterra," an article in the *Educazione nazionale* (No. 19, 1920) indicates something of what is wanted for intellectual *rapprochement*. In Italy, the chairs of English proposed after the visit of the Italian professors to England in 1918 are vacant or inadequately filled. The teaching of English in secondary schools needs to be modernized. A great grammar of English, by Prof. Carlo Formichi, of the University of Rome, is now in the press; but, in general, the English grammars used in Italy are imperfect. Although the chief difficulty of English for Italians lies in pronunciation, the Government do not promote practical courses for them in England. As to the pursuit of Italian in England, the writer of the article recognizes the efforts of English and Scotch universities to induce it. But Italian publishers have not succeeded in maintaining a sufficient and prompt supply of Italian books for English readers. And above all to be desired is an Italian Institute in London analogous to the French Institute there, the spiritual negotiator between France and England. If Italy seeks a more intimate knowledge of the literature which Giosuè Carducci, a nice judge, pronounced to be "la più vera, la più libera, la più originale delle letterature moderne," we, on our part, having in mind old inspirations drawn from Italy, believe that that literature would be quickened, and our whole culture enriched, by a great revival of Italian studies in England. Too few now get from Italy what Milton, what Landor, what Browning got.

(Continued on page 724.)

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There is that in the air which makes for such a revival. Already in Italy the Dante celebrations are begun, and there is to be, as it is said, a whole Dante year, culminating in September, 1921, on the six-hundredth anniversary of his death-day. It were a fit time for us to woo again the speech of the poet who magically transmuted classicism and stands out still with undimmed glory as one of the world's greatest educators. Nor is it inopportune now to reflect how much of war and civil commotion was needed to make the Italian language and Dante. So does good come out of evil. A deepening of sympathy and new developments of intellectual intercourse between Italy and England would be some compensation for the recent wide disorders.

GERMANY.

In the wood of German pedagogy many birds are singing, few of them attentive to another's notes. There is no concert; they are not harmonious, but quarrelling. To speak without a figure, there is great variety of proposal and little realization in the educational world. The voice of the Left is for revolution rather than reform, and it utters itself clearly in "Die Kommunistische Schule" (Verlag "Junge Garde," Berlin, 1.50 Mk). To exhibit the opinions of German extremists, we report objectively the scheme of education set forth in the book. Who, it is asked, is *der Erziehungsberechtigte*, the person or authority entitled to educate the child? Not the parent, who is either reactionary or incompetent, but the State. And the chief instrument of education must be *work*—collective and productive work, carried on so as to induce a sense of community life and common responsibility. Capitalism is to be ousted by substituting technical universality for specialism, or the division of productive power; whilst every school, organized as a self-governing body, with a council of pupils and a council of teachers, will be a training ground of citizens. As a rule, the influence of the family will cease or be reduced to a minimum with the fourth year of a child's life; for then he will enter a *Spiselschule*, or play school, in which he may be housed and fed. At the beginning of his ninth year he enters the *Grund- or Mittelschule*. Such schools will be established in castles or public buildings, the existing primary and higher schools being swept away; their aim will be general, not special, education (*Allgemeinbildung*, not *Fachbildung*), and the physical and mental development of the scholar will be effected through manual work, gardening, and agriculture. At fourteen he passes to the *Fachschule* (special school) and the field of productive industry, with special courses accorded to various forms of aptitude. Both in the *Grund- or Mittelschule* and in the *Fachschule* board and lodging are to be provided, the family of relationship being thus eliminated and a new family of common life and aims constituted by the school community. The *Hochschule*, the crown of the whole school system (called collectively the *Einheitsschule*), will be unlike existing universities and technical colleges. In it the Faculties of Theology and Law will be abolished or merged in a Faculty of History; its function will be to supply specialized and intense training in industry, trade, agriculture, mining, and so forth, with a view to production. In general, "Alles für die Gemeinschaft durch die Gemeinschaft" (Everything for the Community through the Community) is the motto of the Communistic School.

The stress laid on material production by all German educational reformers is significant. There are those, however, who are thinking still of immaterial goods. We translate a few words from the Forty-ninth Annual Report of the Gesellschaft für Volksbildung: "We must continue to preserve and distribute the intellectual treasures of our people. We have become poor in purse, but we will educate our young so that their hearts shall not hang on the External. Free and proud shall future generations of Germany lift their heads. The inheritance of Luther, Goethe, Kant, Beethoven, and Richard Wagner remains even to the poor if they are free."

German journals are still occupying themselves with the proposals of the recent *Reichsschulkonferenz*, or Imperial School Conference, which are to govern the lines of the *Reichsschulgesetz*, the new Imperial School Law. The Committee on School Organization formulated schemes for *Berufsschulen* (vocational schools), *Fachschulen* (special schools for embryo engineers, textile manufacturers, farmers, &c.), and *Wirtschaftsschulen* (schools to train persons of from twenty to thirty-five years of age in political and social economy, law, accountancy, and general culture, for higher posts in private or the public service). At present it is all a planning of foundations, not a raising of buildings; the projects may be fitly examined when they have assumed substance. We remark already,

however, that in designing the vocational schools, which will cover the field of the present continuation schools (*Fortbildungsschulen*), the Germans avoid the blunders in the English Education Act. Thus, as to the age limit, Section 10 of our Act puts it at sixteen, raising it to eighteen only when seven years from a certain unappointed appointed day have elapsed; the German Committee fixes as a limit the end of the term preceding the completion of the eighteenth year. Section 10 imposes three hundred and twenty hours of instruction in a year, with a permitted reduction to two hundred and eighty during seven years from the same elusive day; for the Germans three hundred and twenty hours form the *minimum*. Section 10, with incredible folly, exempts at sixteen those who have been under full time instruction up to that age, whether they have profited by it or not; the Germans concede no such ground of exemption. Our Education Act will come into force—in so far as it does come into force—piecemeal and by local areas—as the Board of Education shall bid; the German law is to become operative by annual stages, beginning April 1, 1922, and to have become operative in all communities by April 1, 1930. But as yet that law has not been either drafted or debated in the *Reichstag* as the national assembly, and no national assembly is truly representative if it does not contain the selfish, the purblind, and the reactionary. The proposals of the German Committee may be mangled before they reach the Statute book. They are, nevertheless, of interest as expressing the expert opinion of Germany, which will remain a Great Power in the economic world, upon continuation—an economic question.

FRANCE.

University changes and developments are significant of the day. Japan is now a centre of interest, and at the University of Paris there has been founded a Chair of Japanese Civilization. France, eager to diffuse French culture, recognizes English culture as worth good attention; hence at Lille the Chair of Ancient History and Papyrology has been transformed into a Chair of the English Language and Civilization. From Strasbourg, if Germany was ejected, she is not to be excluded, and the university there has converted the Chair of Medieval History into a Chair of German History and Civilization. Technology grows in importance; in witness whereof, the University of Toulouse, for example, has instituted a diploma of *ingénieur électro-chimiste*. As to universities in general, the *Bulletin Administratif* (No. 2,440) of the Ministry of Public Instruction publishes a noteworthy decree relating to their constitution and organization. By this their *local* competence is fixed, the domain of each being the domain (*ressort*) of the *Académie* in which the university is situated. No university may create an establishment in the domain of another university without consent. Students will pass their examinations where they made, or at least terminated, their preparatory studies; for the migrations of incompetent candidates from academy to academy must be stayed. To keep the university in touch with local requirements, three, or in some cases four, members not belonging to the university staff will be co-opted by the University Council. Of most interest for us is the article of the decree which empowers faculties or universities to establish *Instituts* in foreign countries. We want more of these *Instituts* in England—to hallmark for us teachers of French and to further among us the sympathetic study of France and the French mind.

UNITED STATES.

A recent article in the Boston *Education* (XLI, 1) on "The New Poetry" claims, among other things, poetry for the child—the practice of it as well as the study of it. All normal children, says the author, are born poets, but only the few who are exceptionally strong-willed, or who are judiciously encouraged to follow the natural impulse, retain their birthright after they reach the school age. False standards deprive the young of the choicest blessing of life, and imagination gains no marks in the classroom. Yet American children are beginning to write verse as enthusiastically as they write prose; from them must come the spiritual vision and happiness of to-morrow. So says the Boston journal. The general statement that all children are born poets we cannot subscribe; that the school has often stunted natural faculty we believe. Justly does the American writer contend that the discipline of metrical poetry is an excellent auxiliary in the teaching of English; and, as most poets have begun as imitators, the imitation of good models in the school may enlarge the number of our poets. We add a hint from the French for practical teachers: "L'abus de l'exégèse peut enlever aux enfants le goût de la poésie."

(Continued on page 726.)

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CAPE OF GOOD HOPE.

Like the rest of the world, the Province of the Cape of Good Hope has industrial unrest and economic difficulties to embarrass it; yet the Report of the Superintendent - General of Education (Dr. W. J. Viljoen) for the year ended December 31, 1919, shows progress achieved, continuing, and expected. If the number of schools for Europeans fell slightly, the attendance at them increased, it being the policy of the Education Department to centralize and to have fewer schools with a larger enrolment. Attendance of school is now compulsory for all children above seven and below sixteen (if they have not passed Standard VI) who live within three miles of a public school. It is proposed to abolish the three-mile limit and to provide facilities for daily transport or for boarding the children in hostels. There is strong opinion in favour of making primary education free. As to curriculum, it is hoped that primary teachers and local authorities will avail themselves more largely of the right to adapt the courses of instruction, so far as possible, to the needs of pupils and the wishes of parents. This principle of *pliancy* is recommended also to secondary schools, hitherto dominated by the matriculation examination, in which some 50 per cent. of the candidates fail, most commonly in Latin or mathematics. Leaving examinations will be instituted for those who have completed the junior and for those who have completed the full secondary school course. Instead of preparing themselves only in the matriculation subjects, the pupils in secondary schools will henceforth be free to follow instruction in music, the fine arts, commerce, manual work, and domestic science. Natural aptitude and proposed vocation will be factors in determining the course of study. It is a world-wide tendency; the doctrine of certain traditional disciplines as fittest for all is being abandoned.

Turning to the teachers, we find that the system of pupil teachers so long in vogue is abolished. In future all candidates for the primary school will attend a recognized training institution, whilst the preparation of secondary teachers will be done exclusively by the universities. In the main classes of European schools the percentage of men teachers in 1919 was 23.2, as compared with 24.2 in 1918. Salaries have been augmented. The Superintendent-General hopes

that, as the result of certain discussions and proposals, "the vexed question of teachers' emoluments will be relegated to its proper place, and the cause of education will benefit by the devotion to their legitimate duties of those upon whom primarily devolves the important and responsible task of training the State's future citizens."

An important section of the Report relates to the proceedings (iii) Education of Native Education. The Commissioners were of opinion that the general control of native education should be left with the Education Department, an officer conversant with native conditions being attached to the headquarters' staff; that an advisory council should be called triennially; that at every native school facilities for agricultural training (in the case of boys) and practical domestic economy (in the case of girls) should be provided; and that at the earliest stage the medium of instruction should be the home language of the pupil, English (or Dutch) being added and ultimately becoming a medium of instruction "in accordance with the understanding of the pupil." The Commission laid down as a guiding principle: "That the general aim of a native school should be to improve the moral, social, and economic conditions of the native people among whom it is situated."

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THE STUDY OF WORLD-HISTORY.

By OSCAR BROWNING.

[NOTE.—The venerable Mr. Oscar Browning has long been known as a pioneer in the advocacy of the study of World-History. Hence the following paper, written some years ago but never before published, is of great interest at the present moment when, owing to the work of Mr. H. G. Wells and others, the study of World-History is becoming popular.]

I.

IN the changes which are impending in English education it is probable that the study of history will take a more important place than it has hitherto done, both in our schools and universities. It is therefore important that we should make up our minds as to what history should be learnt, and how it should be studied. What is history, and why should we study it at all? If in our daily lives we knew nothing about our family and friends, nothing that had occurred before our birth, nothing about our ancestors or the events which determine our place in the world, this ignorance would impair our usefulness at every step of our lives. What is useful or necessary for us as individuals is also desirable for us as members of society, of a state, of an empire, and as citizens of the world. The moment we begin to reflect on what is around us, we desire to know not only what things are, but how they come to be what they are—in other words, to study history. If this is true of institutions, it is also true of the country at large. We cannot read a daily paper, or even a debate in Parliament, without discovering that for the intelligent understanding of these some knowledge of history is necessary.

Gambetta once said to a French professor of history, "Vous enseignez la science mère," that is the science which is at the root of all political knowledge, and without which all government is unintelligible. This may be easily extended from the knowledge of foreign history to the history of the world. He

who knows most history will best understand the nature of those problems of which the record of the past actions of mankind holds the key. Nothing is more stimulating to the intelligence, more sobering to the mind, better calculated to produce a balanced judgment, than the contemplation of the majestic march of the centuries, as they proceed from the earliest times to our own.

It is said that in Germany every cottage contains two necessary books—a Bible and a history of the world. It is not so in England. Few histories of the world exist; and that of Messrs. Harmsworth in eight volumes is almost a solitary specimen. During the first half of the last century, the view taken of general history was too much influenced by theology. The division of the world's history into "B.C." and "A.D." seemed to imply that the birth of Christ was the most important of all events, not only in the spiritual world, but in the world of action. Hence an undue importance was given to the history of the Jews, a comparatively unimportant people, whose destinies have always been controlled by nations more powerful than themselves. The central point of the history of the world is not the birth of Christ, but the establishment of the Roman Empire, which was contemporaneous with it. "Imperante Augusto natus est Christus, imperante Tiberio crucifixus." The establishment of the Empire makes a deep cleft in the fortunes of the human race, and at the same time bridges over the chasm. Into the Roman Empire all ancient history falls, and from it all modern history flows. Until Englishmen were familiar with this view of things the history of the world could not be properly studied by them.

An education which was purely classical gave undue importance to the histories of Greece and Rome, or rather to the portions of these histories recorded by Thucydides and Herodotus on the one hand, and by Livy on the other. Tacitus was entirely neglected. Greek history was limited to an account of the Persian and Peloponnesian Wars, and to the relations between Athens and Macedon drawn from the speeches of Demosthenes; whereas in Livy we followed blindly the narrative of the seven kings of Rome with Romulus, Numa, and Servius Tullius, who probably never existed at all. The recollection of the supremacy of Rome still dominated the world, but the world never seemed to care how the Roman Empire came into existence, or by what means it consolidated and maintained its power. Even now, the Government of the Roman Empire—which so strongly resembles our own, and from which we have many lessons to learn—has never been made properly known to us. The famous work of Grotius on "The Law of Peace and War" draws its examples almost exclusively from the three sources I have mentioned—the Greek, the Roman, and the Jewish. Anything which these three nations had done, or were supposed to have done, was regarded as a fixed and immutable law, to remain ever afterwards as a pattern or a warning to mankind. Nor was the manner of the teaching more reasonable than the subject taught.

Jewish history was imparted by questions and answers elaborately learnt by heart out of badly printed books bound in redolent sheepskin; Greek and Roman histories were taught out of handbooks, unintelligently studied by the pupil, whom the teacher afterwards put through the torture of unintelligent questions. Any idea of pointing out the comparative importance of the facts and their relations to each other was never thought of. Our Eton atlases were infected with the same vice of exaggerating the importance of the ancient as compared with the modern world. Ancient maps were alone drawn; ancient geography alone taught. Modern geography was imparted only by "references" as they were called, that is by writing down on the margin of our maps the modern names which were supposed to correspond with the ancient. If an important modern town had not existed in ancient times, it was left out altogether, and no attention was paid to the fact, now patent to every student, that the ancient and modern towns are seldom on the same site and that the so-called "modern name" is often a misnomer. With us the modern name of Tusculum was always Frascati. When I was a master at Eton, and was appointed to teach history to the elder

boys, my taste and conviction naturally led me to the teaching of modern history, and I chose the reign of George III as one in which the germs of our most recent development could be most profitably traced. This did not meet with the approval of the head master, who denounced the eighteenth century as an "arm-chair study," enervating to the character and corrupting to the mind. "Give the boys something hard to think about, something which will exercise their reasoning faculties, something of a manly complexion, for instance, the Feudal System." "If I had studied the history of George III as a boy," he added as a clencher, "I should never have been here now." I refrained from making the obvious rejoinder: "How much better it would have been if you had studied it."

The merit of history is that it begins nowhere or rather that it begins everywhere. It does not matter where you make a start. You can read anything in which you are interested, a biography, an account of a movement, and from that you can proceed backwards or forwards. Indeed it is not a bad way to read all history backwards, passing from the known to the unknown. Many persons are choked off from the study of history at an early stage from the dullness of the beginning.

The first chapter of any complete history is seldom interesting, origins are imperfectly known and much is left to conjecture: it is better to plunge into the middle. I have been told that Mr. Lecky, the historian, as a boy was very fond of reading, and that he generally began a new book from the second volume and worked back to the first after he had aroused his interest in the subject. Some persons are most interested in battles, some in institutions, some in men. To these last the biography of a great man, such as Frederick the Great, Peter the Great, or Napoleon, will stimulate where nothing else would have the effect. As a boy at Eton I was terribly bored by Blunt's "History of the Reformation," which I had to get up for a holiday task, and a kindly governess wrote me out an abstract of it. But for myself I studied Gibbon with ardour, not only his history but his diaries, his biography, and his miscellaneous works generally. He was a pagod of my youth, and I made a pilgrimage to Beriton, near Petersfield, to see the house in which he and his father lived. Even now I would recommend the reading of Gibbon as the foundation of historical study before anything else, but no abstract must be used, nor the little book falsely called the "Student's Gibbon." It is important to get through the whole series of volumes, eight or twelve as they may be. It is a great advantage in life not to be afraid of a big book.

I never considered a pupil of mine at Eton properly educated unless he had read Gibbon straight through before he had left school, and I urge everyone who is intending to study history to lay that broad and strong foundation. "The History of the Decline and Fall of the Roman Empire" is a great work of art. It rises majestic and harmonious as a Grecian temple. It is one of those inestimable boons which the eighteenth century gave us, the flower of culture before it was burnt up by the French Revolution. At that time France led the intellect of Europe and she may perhaps lead it again. The style is dignified and attractive, the epigrams are piquant and can never be forgotten, the pageant of the centuries passes before you: you see the Roman Empire at its highest point, and then trace how it changes like a dissolving view into the condition of things from which our modern institutions have arisen. It is the golden bridge between the past and the present. But more than that, it is a masterpiece of literature, and he who has the tenacity of purpose to peruse it will not weary with any similar task again. Some chapters are used as textbooks throughout the world, such as that on the institutions of the Byzantine Empire and that on the fabric of the Roman Law. These are unrivalled examples of vivid and intelligent condensation. Gibbon is not so happy when he deals with religion. He was not much of a believer, and the weapon of "grave and temperate irony" which he borrowed from Pascal was too tempting not to be used. He was apt to treat all heresy as amusing, and all religious enthusiasm as a psychological eccentricity. No saint, not even Mohammed, stirs him to sympathy.

The methods usually employed for teaching history to students who are no longer boys may be divided into two classes. One of these I should call the antiquarian method, although some would call it the scientific; the other would certainly be designated as the political method. The antiquarian method aims at discovering the facts of history by what is called "research" or sometimes "original research." An historian thus trained would have learnt a large number of historical facts, which he believes to be scientifically true. Suppose that he wishes to study Frederick Barbarossa, one of the outstanding personalities of all history, he would be told that the authorities for his life are to be found in one or two medieval chronicles, written in language which it is difficult for him to understand. These are to be studied carefully and diligently compared with each other, their agreement and differences being minutely noted. He will be told that when he has done this he will have become an historical scholar, and that he will possess a knowledge of Barbarossa which will put any ordinary person to shame.

The politically trained historian will proceed on a different plan: he will obtain his knowledge of Barbarossa from some first-rate historical work in a modern language. He will endeavour to know him as a man, to conceive an enthusiasm for him, to recognize his position in the history of the world, and to realize why he is so important. This student will have conceived a passion for his subject, and possibly make Barbarossa the study of his life. The other is more likely to acquire a disgust for him, and perhaps for the study of history altogether, and seek some other subject more closely connected with the affairs of modern life. I have seen these results occur more than once in my long experience as a university teacher.

To study history profitably, we should give importance not so much to the facts as to the relations between the facts. We should recognize that some facts of history are not important at all, and that they are all of very unequal importance. There are some periods in the history of the world, as there are in the history of a nation, or in the life of an individual, when the organism is either resting from an effort or gathering strength for another effort. It is false to assert that these grey and lifeless periods are as well worth our attention as those which glow with colour and animation. If we cannot learn the whole of history, let us learn those parts which most deserve attention, those epochs which most resemble our own times and from which we have most to learn. Perhaps in science nothing should be neglected; the dregs of our crucibles may supply us with a new element, the invention of a toy may revolutionize the commerce of the world. A result of this nature cannot be expected from history, and it is waste of time to look for it.

History is, after all, connected with persons, and an important person leaves traces behind him. Caesar, the family name of the greatest man who ever lived, as a title of sovereignty has dominated both the East and the West. Kaiser and Czar have been watchwords in the history of the world. The political historian will regard all his knowledge from the point of view of action. He will never forget that history is past politics, and politics present history. If he studies the personalities of Pericles or Charles the Great—and they are personalities which are worth studying—his mind will be constantly in touch with the present. Pericles was a great parliamentary leader, comparable to Chatham, to Pitt, to Gladstone. But how did he succeed in "swaying at will that fierce democracy," when all posts at Athens, except that of General, were filled by lot, and no Athenian could be a member of the Upper and more important of the two Chambers unless he were chosen by lot, and then only twice in his lifetime? Charles the Great was a civilizing influence in the midst of anarchy and barbarism. When we study his wars and his legislation, we should compare him with other statesmen, whom, perhaps, we know better: with Napoleon, who reduced to order the chaos left by the French Revolution; with Cavour, who welded the discordant provinces of Italy into a whole; with Bismarck, who erected a German Empire on a new basis. We shall thus acquire the "statesman mind," the most valu-

able quality of the human intellect, and train ourselves to act as statesmen in whatever position our lot may be cast. We shall learn this, not from the study of ancient chronicles or "original documents," but from the habit of looking at historical facts from the political point of view, and considering how events came about, how they worked, and what permanence they possessed. It is idle to say that Hildebrand was not one of the greatest of Popes, because we have little documentary evidence of what he did. We know the fact; if the evidence does not lie ready at our hands, it is for us to discover it. Any dull man can research, but it takes brains to be an historian. Similarly, if we study institutions, we shall not be curious to track out every wheel and oil-pot in the machine. We shall not trouble ourselves if some newly found inscription contains the name of some obscure official now mentioned for the first time. But, taking the best authorities available to us (and there will always be authorities, if not in English, in some European language, which will give us the latest information), we shall then study the institution as part of a working machine, and constantly ask ourselves, how did this act and how would it act now? what analogies are there in the institutions of which we have personal knowledge? I would be bold to say that if you come to the conclusion that this institution could not have worked, and that such an arrangement was impossible in any state of society, just make up your mind that your authorities are probably wrong, and that the institutions about which you find a difficulty never existed. Erudition is often the enemy of knowledge. From erudition we learn about a thing, but not necessarily the thing itself. Frequently the trees prevent us from seeing the wood.

Believe me, the most important facts of the world's history are all known; leave it to experts to add to them and to alter them. Begin studying the records you possess from the best authorities; learn them, meditate upon them, read them for instruction as well as for amusement, translate them into the language of everyday life, and you will find that the study of history is not only the most fascinating of all studies, but that it makes you every day a better citizen and a better man. Therefore, if you study history, study it for itself, and not with the idea that you are to grub in ancient documents or learn the laws of historical evidence. There are few portions of history which cannot teach you something of importance to your daily life, or which are impotent to strengthen and elevate your character.

(To be continued.)

THE "INITIATION" SCHOOL.

By R. W. FERGUSON,
Educational Organizer to the Bournville Works,
Birmingham.

THE title suggests mystery: the school itself is simple in conception and straightforward in aim. It is a small effort made on behalf of boys and girls of fourteen who have just left school and come to a factory. It is quite an experiment—probably rather crude—but those who have carried it out think that there are distinct possibilities for good in the idea. Perhaps a better name would be "Works Preparatory School." First impressions count for much. This is peculiarly true of the boy or girl entering a large factory or business house for the first time as a unit—a potential producer or distributor.

For some time now most large employers have taken on their new juniors chiefly at three fixed dates in the year—usually about January, Easter, and August or September. Suppose a firm engages, say, fifty new boys from the local elementary schools at the end of the summer term. After a short holiday the factory is ready to absorb the boys—perhaps by the middle of August. Now comes the preparatory or "initiation" school.

The boys are divided into classes, fifteen or twenty in each, and for a week or ten days, or even longer, they

follow a time-table built up like that of a small secondary school. While one class is having a lesson on, perhaps, "wages" or "works rules," another class may be studying the plan of the factory, and a third may be making an illustrative visit to the baths, the dining-room, or the surgery. Then one class may spend most of the afternoon on a tour of the works, while the second set writes up notes of yesterday's visit, and the third set has organized games or physical exercises, followed by spray baths. Later they all meet together for a lantern or kinematograph lecture on the raw materials coming into the factory, or on some of the chief processes carried on, or on the recreative and social side of things. So the work continues from day to day, reminding one a little of the first week of term in a rather new secondary school.

Short syllabuses have to be devised for a school of this kind, and in some cases names must be invented for the subjects. The following are examples:—"Order," "Safety," "Institutions," "Dining-room Arrangements," "Education in a Factory," "Cleanliness," "Health," "Care of Teeth," "Power," and so on. Wherever possible the lessons or talks are supplemented by illustrative visits, or demonstrations, or practical work. To boys the visits to engines and boilers make a strong appeal, while an imaginary picture of what would happen if power were cut off shows—even to a young mind—how interdependent all sections of workers really are. There are numerous periods for writing and discussing.

With few modifications the same arrangements are applicable to girls: they can learn the construction of working overalls, while the boys are measuring up one or two factory buildings and making simple sketch plans thereof.

The school ends all too soon, and the following week the boy or girl is actually placed in both works department and continuation-school class, taking up the two-fold life which is to last for nearly four years. Surely the child begins his life with a clearer and broader outlook than would have been possible without the "Initiation" School. The boys prove their interest by the enormous number and variety of questions asked, while the girls show in their essays on "My First Week in the Factory" that they, too, have grasped the idea wonderfully well.

The school is held in, or close to, the factory (a sports pavilion, or club, answers fairly well); the teachers are drawn from among the works officials; the hours are a compromise between elementary-school hours and factory hours; and a full week's wage is paid to each child for the time spent in the school.

A modern factory should not be merely a place of production; it is often a complex and many-sided social unit, with innumerable opportunities for recreation, mental and physical self-development, and the cultivation of citizenship. It may even claim to have some *esprit de corps* of its own. It is this higher aspect of factory life that those who conduct Initiation Schools hope to bring specially before the boys and girls who pass through the schools before taking their places in the ranks of the industrial army.

The school serves another purpose. Most juniors in large factories are engaged on simple operations of a repetitive character, and they frequently fail to understand where and how their little job fits into the general scheme of things. In the Initiation School the story of what goes on in the factory can be simply told and the various processes made reasonably clear by pictures and by samples of products partially or completely manufactured. The tour of the works and the various visits help to complete the image in the mind of the boy or girl. The school aims at being, *inter alia*, a creator of impressions.

Of course, the critic may urge that this is vocational education and, as such, is unsuitable for children of fourteen. The answer is two-fold. First, the Initiation School merely takes the place of a corresponding time spent in the factory, and in no way interferes with the continuation school. Secondly, surely nothing could better comply with what the Scottish Education Act (1918) requires in Section 15 (4) (b), namely, "special instruction conducive to the

efficiency of young persons in the employment in which they are engaged or propose to be engaged." And the Scottish Act compares quite favourably with the English Act passed a few months earlier, especially in its provisions for the education and general welfare of those between the ages of fourteen and eighteen.

GEOMETRY IN THE MATHEMATICAL SYLLABUS.

By R. NETTELL,

Royal Naval College, Osborne, I.W.

IN the present mood of reconstruction it seems likely that the teaching of geometry will once more come under discussion. With so many modern subjects demanding inclusion in the school curriculum no subject will be allowed to keep its place unless it can show just cause for so doing. Hitherto, the position of mathematics has been unassailed, and the conflict has been waged chiefly between classics and science. But the time has come when it is necessary for the mathematicians to put their house in order, and to examine carefully each item of their subject, with an eye to pruning and cutting off all superfluous growth.

It is inevitable that, with the passage of time, each subject should tend to include in its syllabus certain details that are somewhat in the nature of parasitic growth, possessing little real educational value. Such details have often crept in by the way of examination papers or exercises from some textbook. From time to time pruning becomes highly desirable. It checks waste and strengthens true growth, no less in the world of education than in that of the garden.

During the last twenty years many changes have been adopted in the teaching of geometry. The pendulum has swung now in one direction, and now in another. At the present moment mathematical teachers appear to be hovering between two minds, whether to throw all rigid proofs to the winds, and make the subject merely an acquirement of geometrical ideas, or to go back to something of the nature of the old formal geometry. On the whole, outside pressure seems to be leading us towards the former course.

Geometry, it is said, did not teach us logic, or, at any rate, it did not make us more logical in other spheres of thought. We realize that the logic of Euclid's proofs did not appeal to us as boys; nor did the soundness or weakness, as we have since learnt to call it, of his demonstrations and deductions build up in us habits of clear reasoning. We have found that rarely, if ever, are the problems of life so clearly stated that we can definitely say this is entirely right, and that is entirely wrong. Side issues are ever forcing their attention on us, and hiding the main theme. And because we have found such little use for that which we so laboriously and painfully acquired we gladly accept the gospel of the modernist, and join with him in casting down the system which had stood for over 2,000 years. For good or for ill, Euclid, as we knew it, has gone from our schools, and there are many to make merry over our freedom from its yoke. But let us see to it that in its place we build something better, something firmer, and of greater value in the training of the youth of our land. Yet there are some of us who would utter a word of warning, lest, in the hurry to give clear ideas by shortened and easy methods, we lose the power of grappling with difficulties that the older methods, when properly used, undoubtedly gave. "Easy come, easy go," is as applicable to the acquirement of true knowledge as to that of wealth.

In cutting adrift from the restrictions of rigid geometry let us not lose sight of the golden opportunities that deductive geometrical reasoning affords for the acquirement of sound habits of thought. To follow, and to be able to reproduce, a series of geometrical deductions in the form of formal propositions doubtless has its value in the examination room; but it is of little use outside. And, if our teach-

ing of geometry produces only this, then may we set ourselves down as failures in our profession.

Let us not be led astray by popular clamour for results that are immediately visible. Rather let us aim at something far harder of attainment, and far more elusive than any examination success. To demonstrate geometry, so that our pupils may both understand and assimilate it, is essential, if our teaching is to be worth anything at all. Ideas must be both given and encouraged to grow into definite form, and facts must be memorized, either by sheer effort of memory or by their constant use. But this is only the beginning, the mere elements of our work. The real value of geometry, apart from its practical use to engineers and men of science, is still to be found in the training that it affords in simple logical reasoning. In seeking that training by merely studying and reproducing Euclid's propositions, we were dropping the substance and laying hold of the shadow. Instead of following the spirit of Greek culture, we allowed ourselves to be satisfied with a mere imitation of it. To train our pupils to reproduce geometrical proofs certainly has an educational value, but of far greater worth is the training which produces habits of orderly thought, and of careful examination of "data." Such training will tend to check the rash jumping to conclusions unwarranted by our premises, which is so prevalent in these days of economic and industrial strife.

This it is that the study of geometry is able to give when freed from the fetters of fetish worship, for here we deal with a science, where the premises of an argument can be stated with an exactness and a simplicity which it is impossible to find in other domains of thought. There are no prejudices, no human weaknesses or desires to disguise the issue. The mind is left free and untrammelled to pursue its reasoning by a series of deductions, each in itself so clear that the process of thought can be studied and made apparent.

It should be the aim of every teacher to give his pupils, above all else, an insight into this mechanism of the mind at work, and to lead them bit by bit to use it with a full consciousness of what they are doing.

It is possible that other subjects of study may some day be found that can offer an equally suitable or better field for work of this description; but there is no evidence that that time has yet arrived. Until some such subject is discovered let us see to it that we do not lightly cast away, as of little worth, that which we now hold. But let us be under no delusion as to the danger that threatens. If we claim the retention of geometry as an important subject in the school curriculum on the grounds of the value, educational or otherwise, of a series of propositions in their true logical sequence, then a cutting down of the school time now allowed us will inevitably follow, and the blame will be entirely on our own shoulders. What then, briefly, should be the openly professed aim of our teaching of geometry? Surely, it should be this:—

(1) To impart a knowledge of some, though not necessarily many, of the properties of the most common figures of both plane and solid geometry. In other words, to give that "geometrical sense" which is becoming more and more necessary to everyone in this age of mechanical transport and household mechanism.

(2) To build up in our pupils sound habits of well-ordered thought, of precision, and of profound respect for the premises of an argument.

A REFRESHER COURSE, designed to meet the requirements for advanced instruction under the Education Act, has been arranged by the Kent Education Committee for certificated teachers of senior classes in elementary schools. The course will be held at Goldsmiths' College, and will run from November 16 to December 14. There will be about twenty-four places, and it is proposed to allot half to men and half to women. The Committee will give boarding allowances according to circumstances, and dinner at the college each day will also be paid for by the Committee. In the case of teachers living at home, daily travelling expenses will be allowed.

CORRESPONDENCE.

THE SCIENCE OF EDUCATION.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Sir Robert Blair, in his presidential address to the Educational Science Section of the British Association, urged teachers to show that their art is a science, and promised as an additional inducement, an ancillary reward, that when this is accomplished the public will allow teachers the moral, social, and economic status which it already accords to other professions.

This statement of Sir Robert undoubtedly supposes that the moral, social, and economic status of a general medical practitioner—one of Sir Robert's chosen examples—is due to the fact that medicine is a well developed, firmly established science, and that a general practitioner bases his everyday work on the fundamental principles of this science in which he is thoroughly versed, and the public, which appreciates and venerates science so thoroughly, accords the general practitioner a status and a fee which it refuses to a teacher whose work is not based on scientific principles, which the public would so readily recognize and reward.

This is surely a travesty of the true facts. The real science of medicine is not more than fifty years old, and it is very doubtful whether the status and emoluments of a general practitioner have improved so wonderfully since medicine has been established on a firmer scientific basis. It is doubtful also whether a general practitioner knows very much about the principles of his science. Sir Clifford Allbutt, in an article in the Jubilee number of *Nature*, bemoans "practitioners faithless of theoretical principles—just Philistines." A general practitioner is still largely an empiricist out of touch with the principles of his science, and his moral, social, and economic status is accorded to him because he belongs to a body which is strong enough to enforce its demands. If teachers desire above everything a position comparable to that of the general medical practitioner, they will never achieve it by wasting their energy on establishing a science of education, but rather by forming an association similar to the wonderfully close corporation which has achieved this for a doctor.

Sir Robert Blair considers that a well developed science of education can be established. This may be true, but the formation of such a science, the elucidation of its principles, and their application in practice is a singularly difficult problem. A science is founded on observation or experiment, or on both, but those sciences in which experiment can only play a minor part show a state of relative uncertainty and backward development, while the sciences which depend mainly on experiment show a rapid development and attain a position of relative certainty. Real experiments are almost impossible in education, for the object of an experiment is to vary the conditions, and the control in a really successful experiment must be such that only one condition is varied at a time. If two vary, the effect, if any, cannot be definitely assigned to either, it may be due to one or the other or both jointly, and if there is no effect it is impossible to conclude that either is indifferent, for one may have neutralized the other. Education deals with living things, and to control the conditions so that only one varies at the same time is quite impossible, so that observation must play a major part in establishing the principles and fundamental laws of educational science, which will consequently develop slowly and never attain a position of more than relative uncertainty.

Sir Robert mentions experimental tests which have made such rapid progress in recent years, but are these tests truly experimental? An observation does not become an experiment when an instrument is used, an astronomer is not experimenting when he looks at the moon through a telescope, a boy in a science laboratory is not doing an experiment when he measures density, and is a psychologist experimenting simply because he uses an instrument to make a measurement? Experiments in education are rarely more than observations, and even as an observational science education presents a serious difficulty, for in many observations time enters largely as a factor. Great caution and much patience are necessary in such a case, if the observer's conclusion is to be just and capable of verification.

It may be considered that this restricts the meaning of the word experiment in a way which cannot be justified, but the argument is that only those sciences which are truly experimental in this sense are well developed and are founded on fundamental principles which are relatively certain.

To establish a science of education is an aim worthy of the most serious consideration by all those who practise the art, and a great deal can and ought to be accomplished by sustained effort, but when some of the principles are established the work of the teacher in applying them in his practice is much more difficult than in

another science which is founded mainly on experiment. It is comparatively easy for one skilled chemist to repeat the work of another, or to launch a new piece of work founded on the well-known principles of the science, for the chemist can control the conditions, temperature, pressure, concentration, and so forth, which affect the work; but it is almost impossible for a teacher to do so, and it seems quite possible for two men applying the fundamental principles in their practice to arrive at two very different results, as the conditions are almost entirely beyond control.

Agriculture and education seem much more comparable than education and medicine. Scientific agriculture is based mainly on the sciences of chemistry, physics, and botany. The way in which these sciences can be applied to agriculture has been worked out in laboratories and on experimental farms by experts in the three sciences, and a soil can be treated in such a way as to fit it to produce the best crop of that plant which is most suited to its nature. A farmer seeking to apply those principles may select the soil most suitable for wheat production, prepare the soil by treating it with the manure required to supply any deficient factors for the growth of the wheat, use only tested seed, and yet, in spite of all his precautions, he cannot guarantee a crop, for some important conditions are beyond his control. The wind bloweth where it listeth, the rains descend and the floods come, and the farmer's best efforts are set at naught. Scientific education must be based on other sciences, psychology and physiology among them, but can it ever attain the relative certainty which obtains in agriculture founded on such sciences as chemistry and physics?

The task of the teacher is even more difficult than that of the farmer who can select his soil, but the conditions beyond control often foil the best efforts of both.—Yours, &c.,

A PHILISTINE.

TEACHERS REGISTRATION COUNCIL.

To the Editors of The Journal of Education and School World.

SIRS,—I am directed by the Teachers Registration Council to seek your help in making known to recent applicants for admission to the Official Register the fact that, whereas in March the total number of applicants was 35,000, by the end of September this number had risen to 65,358.

Those concerned will probably recognize that this large increase in the number of applicants involves some delay in the issue of certificates, and, while every effort is being made to overtake the arrears, it is necessary to observe the greatest care in scrutinizing the applications and in preparing the necessary documents.

Those who are still waiting for their Certificates of Registration are asked to accept this explanation, with the assurance that the matter is being pushed forward as rapidly as possible.—I am, Sirs, yours faithfully,

47 Bedford Square, London, W.C. 1.

October 12, 1920.

FRANK ROSCOE,

Secretary.

UNIVERSITIES AND SCHOOLS.

OXFORD.

On October 7, the University, with all due formality, took what is certainly the most momentous step which this generation has seen by admitting women to its membership. At present there are 625 women students in residence against 549 in the Michaelmas term last year, but there is little doubt that these numbers will be greatly increased in the near future. Education, in its various forms, will demand a much larger number of women teachers than it has required in the past; and in view of the attractions presented by the two "Burnham" reports, and the Superannuation Act, it will almost certainly obtain them. As to their influence upon the institutions and tone of a university whose traditions are so deeply rooted in the past, it is impossible yet even to attempt to make a forecast; it is certain that that influence will be considerable.

The Royal Commission on the Universities of Oxford and Cambridge, sitting under the presidency of Mr. Asquith, has recently been taking evidence at Oxford. It has dealt with university finance with special relation to developments since the war; with the work of the University Extension Delagacy and of the tutorial classes; with the co-ordination of teaching generally; and with the teaching of modern languages and of natural science, particularly with reference to physics. It also visited the Ashmo-

lean Museum, inspecting some of its collections, and also the chemical laboratories at Queen's and Jesus Colleges.

Many students, through an insufficient knowledge of Greek at their entrance to the University, do not take Literae Humaniores. It is proposed that for such a final honour school in philosophy, politics, and economics should be established. Pass Moderations and the numerous examinations precedent to Responsions must be altered in view of the new regulations by which Greek will be no longer compulsory. These and other matters will need the attention of Congregation.

BIRMINGHAM.

The authorities of the University of Birmingham find that there is a greatly increased demand for university education in the Midlands; yet at the same time they are themselves faced with a debt of £130,000, the interest on which reduces their income by nearly £9,000 a year. In spite of this, they are being absolutely forced to spend £15,000 on temporary laboratories, though the remuneration of their staff is most inadequate, very much lower than that at Manchester or at Liverpool. They therefore appeal for £500,000. This amount is urgently needed for building and equipment, for enlarging and improving the stipends of the staffs, and, generally, for increasing the accommodation for students, particularly necessary in Birmingham, where, applied science being a principal feature in university activity, the proportion of laboratory work is higher than it is in the older universities. It is to be hoped that there will be a ready response, for, in the main, Birmingham is a poor man's University; roughly, the fees received from its pupils do not amount to more than one-third of their cost to the University. Birmingham has at least its share of wealthy men; surely some of these will do their part in placing the finances on a sound footing, and so enable the University to meet the strain which the growing needs of education is throwing upon it.

WALES.

The special meeting of the Central Welsh Board, held at Llandrindod Wells, unanimously agreed to issue a circular letter to the counties appealing to them to make voluntary contributions towards the deficit of £5,000 on the current expenditure of the Board. It will be remembered that a special deputation waited upon the Chancellor of the Exchequer to urge upon him the necessity of increasing the annual grant of £1,200, which was the sum fixed by the Treasury as far back as 1904. But the subsequent increase in the cost of examinations and the great extension of the work of the Board in recent years have thrown a great strain on the Board's resources, and at present they are totally inadequate to meet their requirements. Their activities are in danger of being seriously hampered, to the detriment of secondary education in Wales. For some reason or other, however, the Chancellor could not see his way clear to increase the annual grant, but he stated that, if the counties would voluntarily increase their contributions, one-half of the extra contributions would be returned to them under the deficiency grant. At the special meeting it was resolved to act upon this suggestion, and it is to be hoped that the appeal will be strongly supported. At present each county is statutorily compelled to pay to the Central Welsh Board 22½ per cent. of the proceeds of a 4d. rate, and it was recommended that an equitable distribution of the extra burden would be effected if this percentage were uniformly raised for each county, say, to 35 per cent. The sum involved for each county is trivial, ranging from about £80 for one of the smaller counties to £1,100 for Glamorgan. The success of the appeal is, however, a matter of urgent and vital importance to the future of the intermediate schools, and therefore we trust that it will be generally supported.

At the annual meeting of the Court of Governors of the University College, Cardiff, Principal A. H. Trow stated that the number of regular students was 1,043, as against 970 last year. The College was therefore assured of a great future. Their problem was how to secure for Welsh students full and complete university education without excluding desirable students from outside Wales. The average cost per student was £50 per annum, of which about £16 per student was contributed by the parent. The remainder was met by endowments, rate and State aid. The normal development of the College depended upon adequate finance, and the Council were therefore considering the advisability of launching an appeal for £250,000 to meet the more urgent demands, for, as the grants from the 1d. rate and the equivalent Government grant were not available for building purposes, all extensions of premises must be met by special contributions. Provided this appeal was liberally responded to, South Wales could, almost at once, possess a really

(Continued on page 736.)

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great university college. Another reason for improving the finances of the College was the crying need of raising the salaries of the staff. The College was continually losing the services of its best men as they were able to secure better paid posts elsewhere, which was a serious hindrance to the full development of the work and the efficiency of the College.

The new University College at Swansea has opened its first session with a satisfactory number of students. It is at present seriously handicapped by the lack of proper equipment and suitable premises, but no doubt the deficiencies in this respect will be made good before long. The number of students in attendance in the technological and science departments is about seventy. The extramural work has already begun. Mr. Ernest Hughes has inaugurated a course of lectures in history on "The Growth of Freedom in the Eighteenth Century," and Dr. A. E. Truman is delivering a course of lectures on geology. It is also proposed to erect temporary premises in Singleton to accommodate the Arts Section next October, so that in a comparatively short time the College will be in a position to supply a complete university course.

At the University College, Bangor, Mr. Ivor Williams has been promoted from a lectureship in Welsh to the post of professor of Welsh literature, and Mr. T. Shankland, the librarian, to a readership in modern Welsh history. The College has also appointed Mr. Manistone, from Bristol, as lecturer in physics, and Mr. Carr as lecturer in the day training department. It was also announced at the last meeting of the Council that the sum of £10,000 had been presented by Mr. T. Owen, of New Brighton, towards the establishment of a chair of electrical engineering and hydro-electrics. As there is abundant water-power in North Wales, there should be ample scope for the new department, and it should become a popular and useful addition to the strength of the College.

One of the most important features of recent Welsh educational history is the growth of interest in the cultivation of music in the schools and colleges.

Music.

Wales possesses abundant material for the establishment of an excellent national school of music, but hitherto but little has been done to systematize the teaching, or to direct the activities of the different localities. Our energy was largely misdirected and wasted. However, it is obvious that Wales is at last thoroughly alive to the importance of giving this important subject an honourable position in the curriculum of both schools and colleges, and different educational authorities have recently taken steps towards ensuring that music will have fair play. Special interest, therefore, is attached to the first annual report of the Council of Music, which is a record of substantial work. The Council was brought into existence as the result of a private benefaction of £1,000 for five years, and Dr. Walford Davies was appointed as musical director. From December, 1919, to June, 1920, eighty lecture concerts were given by the staff, and the report testifies to the keen appreciation of their efforts by school audiences. It is also proposed to issue a hymn and tune book for the use of schools and colleges. These are only a few of the directions in which the Council is seeking to guide the public taste, and we have no doubt that before long Wales will occupy a far more worthy position than it does at present among the nations, as the result of this vigorous campaign. Another indication of the growth of interest in musical education is the appointment by Bangor College of Mr. E. T. Davies, of Merthyr Tydfil, as director and organizer of music in the college.

Sir Harry Reichel has just issued in a pamphlet form his address delivered to the Cardiff Society of Cymmrodorion last January. The address is a useful historical summary of the discussions which preceded the foundation of the University, and it is remarkable how closely the present University of Wales has followed the lines laid down by Sir Harry thirty-four years ago in an address before the Liverpool Welsh National Society. The growth of the Welsh University has been amazing, and its effect on Welsh life but little short of revolutionary. To realize this to the full, we have only to compare the Wales of to-day with that of fifty years ago. But the next half century will probably see a further and no less far-reaching change; but to form a just idea of this change it is necessary to consider the position and function of a University in a modern state. Its function is: first, to train, and secondly, the extension of the boundaries of knowledge. Comparisons are drawn between the American, German, Italian, and French systems, and he strongly advocates the retention of the faculties of general and professional studies side by side in the same university, as in England and America. Divorce them and each will suffer. Sir Harry also discusses at length the relation of the university to the State, and apparently he seems to prefer our system under which lay and academic elements are in constant and living touch with each other, though it is imperative that each should recognize that the presence and co-operation of the

other are essential. It differs from the American practice, which is bureaucracy pure and simple, while our older universities are governed solely by the academic expert. The whole address should be read carefully, as it is an important contribution to the understanding of the problem of university education generally, and in Wales in particular.

We deeply regret to record the death of Mr. F. E. Battersby, the head master of Newport Intermediate School, after a short illness. He was a mathematical scholar of Queens' College, Cambridge, and graduated as Senior Optime in 1894. From 1896 to 1905 he was senior mathematical master at Newport, and in the latter year was appointed as head master in succession to Mr. T. W. Phillips, who is an inspector of schools. Mr. Battersby mainly confined his activities to the school, and did not take a prominent part in public educational discussion. He was a teacher and organizer of great ability, and he had impressed his personality strongly on his pupils.

Personal.

At a recent conference, held at Bridgend, in connexion with the East Glamorgan Women's Section of the Labour Movement, a member of the Glamorgan Education Committee, Mr. John Evans, of Maesteg, in support of his opinion that a "certain snobbishness" exists in our secondary schools, seems to have relied on some highly fallacious statistics. According to a report in the *Schoolmaster*, he is made responsible for the statement "that out of 79,368 children who attended the elementary schools in a typical year, only (sic) 55,722 passed to the intermediate schools." How these figures are obtained the report does not enlighten us, but that they are obviously wrong is easily shown by reference to the reports of the chief education official and of the Central Welsh Board. According to the former, the total number present in each year between the ages of twelve and sixteen is approximately 17,500, which is equivalent, roughly, to 70,000 for whom post-primary education must be supplied under the Fisher Act. Out of this total, at present (according to the latest available statistics of the Central Welsh Board) only 4,078 attend the intermediate schools—that is, just under 6 per cent. of the children. If we include the numbers in attendance at the secondary schools, the percentage will, of course, be slightly, but not materially, improved. Glamorgan is therefore clearly far removed from that ideal state of things when 55,000 out of 79,000 will enjoy the advantages of secondary education; and we are therefore driven to the conclusion that either Mr. Evans has been misreported or that he has somehow blundered seriously in the manipulation of his statistics. His charge of "snobbishness" is also almost as ridiculous as the figures to which we have referred. It is based entirely on his own imagination, for not the slightest distinction exists between the fee-paying and non-fee-paying pupils in a secondary school, because, as anyone who is acquainted with the internal working of a secondary school knows, as a rule neither the staff nor the pupils are aware to which category a pupil belongs, for they are not labelled in any way. It is also a sufficient reply to the charge to state that 4,784 pupils out of a total of 5,257 in Glamorgan had previously been educated in a primary school before entering an intermediate school in 1918-19—figures which prove the democratic character of the latter and the impossibility of maintaining an atmosphere of snobbishness in them. The cause of free education, at all events in Wales, will have to be supported by more cogent and relevant arguments than Mr. Evans has used.

"Snobbishness in Schools."

The Rev. Herbert Morgan, the well known Baptist Minister of Bristol, has been appointed director of extramural studies at the University College of Wales, Aberystwyth, and Mr. D. Evans to a lectureship in German. Mr. G. J. Walker, Birmingham, has also been elected as academic secretary to the college.

Appointments.

Popular indignation against the rise of rates of all kinds has become unduly concentrated against the education rates during the last two or three months. In all parts of the country there is a murmuring with regard to the financial burdens imposed by the Education Act, often accompanied by an unreasoning denunciation of the Act and a yearning for a return to the happy days of the school boards. This was the feeling that animated a meeting, representing 273 parish councils, which was held in Glasgow at the end of September. The parish councils have nothing to do with education, but on them rests the duty of collecting the education rates; and they do not like the job. The meeting passed a

(Continued on page 738.)

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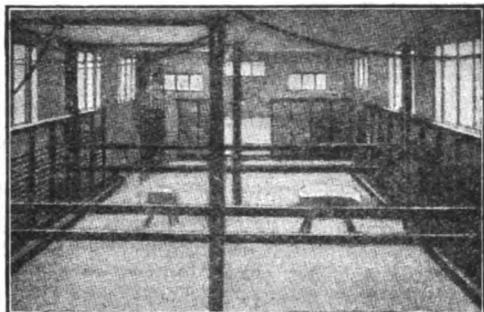
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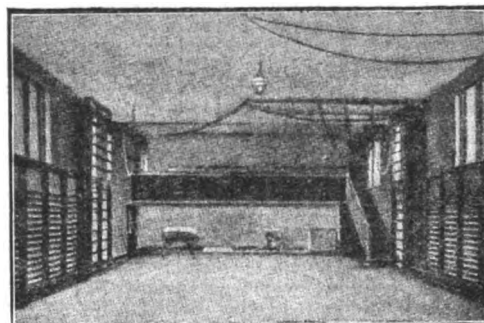
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resolution calling on the Government to repeal the Act or take other steps "to redress the evils arising through the provisions of this wartime legislation which was forced through Parliament at a time when the mind of the nation was directed in very different channels." In ordinary circumstances this might have been taken to be simply a blowing-off of steam. But the presence of Sir George Younger, the Coalition Whip, who ingenuously confessed that members of Parliament had no idea of the effect of the Act on rating at the time it was passed, raises questions regarding the possibilities of Government action. It would be all to the good if the Government were to hurry forward its scheme of rating reform. There are undoubtedly some grievous anomalies in the present system of rating, and it is not good to have ignorant people denouncing education and educational administration when the real cause of complaint is bad financial arrangements.

Rating Reform. The critics of the Education Act generally assume that the evils of which they complain come with the Act. But that is an obvious mistake. It is not the costs of administration or of free books or of building which have raised the demands of the education authorities on the rate-payers, but the strictly limited increases in teachers' salaries. These increases were inevitable, whatever the governing body. Nor is there any truth in the view that the difficulties of rural rating are the result of the Act. The Act made the unit of rating the county instead of the parish, and the basis on which rates are estimated is valuation. On this system some parishes contribute much more to county education than is spent on the scholars inside their own boundaries. But if rates were estimated on population instead of valuation these parishes would be rated more lightly, and the anomalies would break out elsewhere. The position is further complicated by deductions on agricultural subjects, which vary in effect from parish to parish. Sir Henry Keith, the chairman of the Lanarkshire Authority, who speaks with unrivalled knowledge on this difficult question, advocates as an immediate remedy the levying of the rates on gross valuation and the repeal of the Agricultural Rates Act, and as an ultimate remedy to make income the basis of rating.

Highland Education. In pleasant contrast to the rather unreasonable criticisms of the Education Act on the part of the parish councils is the testimony borne to the beneficial influence of the Act on Highland education, in the Gaelic Mod held in Oban. The president, the Rev. George W. McKay, of Killin, dwelt at length on the stimulus it had given to the use of Gaelic as a medium of instruction in Gaelic-speaking districts. There were, he said, three points in the great Scottish Education Act of 1918 which were of special interest and value to them as Gaels. First, there was the larger and more spacious area; second, the national scale of salaries; and third, the Gaelic clause. The county area meant more freedom and scope for the Gaelic-speaking teacher, a better chance of promotion, and a better outlook in every way. The national scale secured a more satisfactory sphere of work and ambition in the Highlands, and helped to retain the best Gaelic-speaking men at home there, thus avoiding the necessity of bringing non-Gaelic-speaking teachers from the south. It is to be hoped that the Highlanders will keep these undoubted facts in mind the next time their lairds and ministers begin to denounce the Act.

The Salary Policy of the Educational Institute. The main interest of the annual general meeting of the Institute this year was the evident struggle between the two groups of teachers, who regard each other as "reactionary" and "revolutionary," respectively. So far as one could judge, the honours were pretty evenly divided. On the question as to the use to be made of the Professional Fund, the decision went in favour of those who think that the Fund should not be reserved for strike purposes, but should be spent in other special ways for professional organization. But on salary policy the other party scored. The official motion, approved by the Council, was to the effect that the Institute's representatives on the Joint Council should negotiate on the basis of the best scheme of salaries in operation in Scotland for the purpose of arriving at a new minimum scale. This was rejected, however, in favour of a more aggressive motion, moved by Mr. Hugh B. Guthrie, instructing its representatives to place before the Joint Council as a minimum national scale these figures: for recognized teachers, £250 by £20 to £500; for Chapter V teachers, £300 by £20 to £500. To this was appended the further instruction that no offer of a modified scale is to be accepted until it has been placed before the delegates at a special general meeting. This finding has created a good deal of misgiving in certain sections of the profession. Some teachers object to it because of its equalization implications. Others fear it because it appears to them to be part of a considered policy leading ultimately to a strike for higher salaries. The general opinion in moderate circles seems to be that the Institute, by asking too much

and asking it in an uncompromising way, is likely to get nothing. As the Joint Council meets at an early date the matter will be put to a speedy issue.

The New President of the Institute. Dr. William Boyd, the lecturer on Education in Glasgow University, who took office at the annual meeting as president of the Institute for the coming year, is the first university representative to fill the post since Prof. John Young, also of Glasgow University, was president in 1892. Dr. Boyd has been in charge of the Education department of his University since 1907, and has played a conspicuous part in various forms of educational work in and around Glasgow during that time. He was president of the Glasgow branch of the Institute for two years and took an active part in the deliberations of the Education Reform Committee. He is probably best known to teachers by the books and articles he has published on a wide range of educational subjects.

Educational Research. For the last three months an interesting series of articles from Dr. Boyd's pen has been appearing in the *Scottish Educational Journal*, under the title "Fixing a Standard in Composition at the Qualifying Stage." In these articles are given the first results of the Institute's Committee on Educational Research, which has been busy at work under his direction during the past year. Teachers were invited to help by getting their qualifying pupils to write essays on certain subjects under prescribed conditions. With their co-operation over four thousand papers were got as a basis of inquiry. Selections from these have been printed in the *Educational Journal* on two occasions, and teachers have been invited to mark in order to help in fixing objective standards. By means of this collective estimate a standard scale has been evolved, showing the quality and kind of composition which the usual mark names ought to connote. Following on an annotated series of essays, Dr. Boyd has discussed the problem of eliminating variability in the marking of compositions from various points of view. It is expected that a similar report on the standardization of marking in arithmetic will appear at a later time. The Research Committee of the Institute and its convener are to be congratulated on the very promising beginning they have made. They are doing good work for the profession.

The Emigration of Teachers from Scotland. It is pointed out by a leading Scottish newspaper, in the course of a weighty article on the Scottish universities, that from forty to fifty of their rising teachers have been called to England and abroad in the last two years, and insistence is properly laid on the need for improvement in the remuneration and status of the lecturers, on whom the major part of university teaching now depends, to prevent this depletion. The same difficulty is not unlikely to arise in regard to the younger section of the teaching staffs in the schools. There has already been a small exodus southwards, and with the attraction of the larger salary scales now offered in England the number of emigrants may soon be considerable. If the authorities wait for the increase in equivalent grant that will come with growing expenditure on English education before facing the problem, they may find the supply of teachers seriously short, whatever salaries they offer.

IRELAND.

Secondary Education. Comment of a different character from our remarks on page 719 of this issue has been made in *The Times* on the Report of the Intermediate Education Board by Prof. Ridgeway, pointing out the deplorable state of Irish secondary education, and its still more gloomy outlook. He quotes the following letter which he has received from one of the chief American authorities on racial questions:—"From an anthropological point of view, I am greatly interested in the constantly increasing evidence of the extremely low intellectual status of the native Irish. The statistics collected by the United States Government during the war, of tests made to determine the intellectual status of recruits, show the Scotch, English, and Americans at the head of the list. Then follow the other various foreigners that we have here, and at the very bottom—scarcely above the negro in intellect—come the Irish. The figures proved almost too much, because the Irish were not handicapped by the lack of knowledge of our language, as were many of the other foreigners who stood higher in the test. As an Irishman, I felt bitterly the great disadvantage under which many of my fellow-countrymen labour who settle in the United States, whilst I fear that the same holds true for others of them who go to Australia and our other Colonies. As I know well that they do not lack intellectual ability, their low standard in the United States statistics can only be ascribed to the miserable character of the present Irish educational system."

(Continued on page 740.)

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Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 713.

MASTERSHIPS.

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Wanted, an ASSISTANT MASTER for the Brebner School, Bloemfontein, Orange Free State, South Africa, to commence duties 19th January, 1921. Must be an Associate of the Royal College of Science, London, on the Engineering side, or a Bachelor of Science in Engineering of some recognized University; hold the Board of Education Parchment Certificate, England, or the Privy Council Certificate of Scotland, or a University Diploma in Education, or an equivalent Certificate.

He will be required to teach Mathematics and General Science in the day school, and Machine Design Construction and Drawing and the allied subjects, especially Mechanical Engineering and Mechanics, in the evening classes.

Experience in teaching essential. Salary £360 per annum, rising by annual increments of £20 per annum to £540 per annum, plus War Bonus, which at present for a married man is £122 per annum, plus about £120 per annum for evening class work.

If the successful applicant is prepared to enter into an agreement on his arrival in South Africa, to serve the Administration of the Orange Free State Province for a term of not less than three years, a refund of his passage money to Cape Town at First Class Intermediate (B3 or B4), or Second Class Mail (D1) rate will be granted, on production of the usual receipts. A free railway warrant for First Class Ticket from Cape Town to Bloemfontein, and a warrant for 200 lb. excess luggage, will be supplied.

Applications, in duplicate, stating age, academic and professional qualifications and length of teaching experience, with subjects taught, must reach the SECRETARY, Office of the High Commissioner for the Union of South Africa, 32 Victoria Street, London, S.W.1, not later than 15th November, 1920.

GRADUATE in English Honours, required at Cambridge, to prepare students by correspondence for London University Examinations. £265 to £300. Apply—ENGLISH, c/o University Book Co., 48 Southampton Row, London, W.C.1.

Posts Vacant—continued.

NEWPORT (MON.) EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR BOYS. Head Master: Mr. D. W. OATES, M.A.

An ASSISTANT MASTER will be required to commence duties in the above School at an early date. Candidates must be Graduates of a British University or possess equivalent qualifications. Preference will be given to candidates holding an honours degree in English. Salary according to experience and qualifications, the scale being now under consideration. Applications, accompanied by copies of three recent testimonials, should be forwarded to the undersigned.

T. ARTHUR EAVES.

Secretary and Executive Officer.

Education Offices, Charles St.
19th October, 1920.

NORTHALLERTON

GRAMMAR SCHOOL.—Wanted, in January next, a MASTER (Graduate) for Geography and Mathematics. Initial salary from £180 to £250 according to qualifications and experience, rising by annual increments of £15 to £440 or £450. Apply—HEAD MASTER.

COUNTY HIGH SCHOOL,

ILFORD.—Applications are invited for the following appointment:—MASTER, to be responsible for Geographical work throughout the School. Graduate. Commencing salary £220 to £300, according to experience and qualifications, maximum £400. Applications to be made on forms to be obtained by sending stamped addressed foolscap envelope to the CLERK TO THE GOVERNORS.

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CAPE COLONY.—Wanted, HEAD

MISTRESS for GEORGE Diocesan School, 40 to 50 girls. Degree and experience. Churchwoman. Subjects preferred, French and Latin. Climate good, temperature moderate. Initial salary £300 resident. Passage paid. Agreement 3 years. —JOINT AGENCY, 8 Oakley House, Bloomsbury Street, London, W.C.1.

Posts Vacant—continued.

NEWPORT (MON.) EDUCATION COMMITTEE.

HIGH SCHOOL FOR BOYS.

APPOINTMENT OF HEAD MASTER.

Applications are invited for the post of HEAD MASTER of the High School for Boys. Candidates must be graduates of a University in the United Kingdom or have such other equivalent qualifications as may be approved by the Board of Education. Actual teaching experience in a Secondary School is essential. The commencing salary is £600 per annum, but both the minimum and the maximum salaries will be adjusted on the publication of the Report of the Burnham Committee.

Applications, stating age, qualifications, training, and experience, and accompanied by copies only of three recent testimonials to be sent to the undersigned not later than Saturday, the 13th November, 1920.

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THE Governors are about to appoint

a HEAD MISTRESS for the above school; must have degree, or its equivalent, of a University in the United Kingdom. Age under 40. Salary £500-£650. Duties to begin after Easter vacation. Completed applications must be sent in on or before November 8th.

Forms of application and further particulars may be obtained from Canon BURTON, Casterton, Kirkby Lonsdale.

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1921, HEAD MISTRESS for a large and growing Presbyterian Girls' School, Secondary, with Preparatory Department. Day and boarding. New buildings to be erected shortly in larger grounds. Present numbers about 300. Degree essential. Age 30 to 40. Salary £500 with board and residence. Saloon passage. Apply—Miss WHITEHEAD, Wycombe Abbey, Bucks, for further particulars.

The salaries of the primary teachers are in a fair way to be settled upon a satisfactory basis. The Irish National Teachers' Organization has been negotiating with the Commissioners of National Education and the Treasury officials with the object of fixing a permanent salary scale, and, in default of agreement, the question is to be referred to the Conciliation and Arbitration Board, which will then fix the scale. It thus seems more than likely that one great source of dissatisfaction in Irish education will be removed.

The following new Commissioners of the National Board have been appointed:—Rev. W. G. Strahan, Rev. W. H. Smyth, and Sir Andrew Beattie. The Resident Commissioner, in place of Dr. Starkie, has not yet been appointed.

The Department of Agriculture and Technical Instruction for Ireland has issued notice of examinations to be held next Easter for teachers' qualifications in experimental science and domestic economy. The examinations are intended primarily for teachers engaged in teaching in day secondary schools. Applicants must be over twenty-one years of age on April 1 next. The examination will be in two parts, written and practical, and will be held on Saturday, April 2. Application for admission to the examination must be made before February 28.

PRIMARY SCHOOL NOTES.

The Second Burnham Report.

Two factors tend to make somewhat arduous the task of the Teachers' Panel in securing the endorsement of the second Burnham Report by the constituent members of the National Union of Teachers. The first is that the main principles of the report have already been adopted in advance by local authorities, particularly in reference to the third and fourth scales, and, in view of the great increase of the cost of living since these new scales were adopted, they are already insufficient to meet existing economic calls. Whether the proposed sliding scale will prove a satisfactory expedient for meeting this difficulty remains to be seen. The second factor lies in the direct conflict of policy between the National Union of Teachers, which has committed itself to the principle of a national uniform scale, and the Burnham proposals which lay down varying rates of payment for different areas. It is true that the zonal arrangement will encourage the migration of teachers from one district to another; and to this extent it lays down an educationally sound principle. On the other hand, there is no guarantee that the lowest paid areas will secure any adequate teaching supply, and there is the prospect of the country areas becoming mere recruiting grounds from which local education authorities having more attractive salary scales may secure their school staffs.

The Conflict of Opinion.

ANY prospect of a settlement of the salary controversy will be carefully examined by all teachers. The Burnham proposals will make an exceptionally strong appeal to those teachers who have had an appreciable period of school service, and it is in the hands of these members that the hope of acceptance lies. Those who are approaching the pensionable age are desirous of obtaining maximum salaries in the shortest time, in order that a bearable superannuation period may be secured. The influence of the older teachers may be expected to exercise a restraining effect upon their younger colleagues who cannot anticipate the same immediate benefit from the new scales. On the other hand, the position is now different from that which confronted the profession when the Provisional Minimum Scale was being considered. This was a national scale and appealed to the professional spirit of many who were opposed to it. Despite the progress made in the campaign for the equal payment of men and women teachers, the latter gave overwhelming support to the first Burnham report at the London Conference last December. Whether they will do so again is uncertain. The new association of schoolmasters is advocating a scale considerably in excess of the Union Scale, and it is unlikely that they will support the new proposals. Teachers in rural and semi-rural districts who were enthusiastic in supporting the Provisional Minimum Scale, are now rallying strongly to the Union principle of a single national scale. Since the representative conference fixed for the 6th inst. follows closely the issue of the report the local associations will have little time to grasp any but the main principles set forth in it, or to organize any concerted action in opposition to it. Consequently the spokesmen of the Teachers' Panel will occupy a strong position in the debate. While there is

a general feeling that the proposals will be approved, it is clear that all the elements of a vigorous and interesting discussion exist. It is notable that the spirit of unity has often saved the position when times of crisis have been met by the National Union of Teachers.

The Universities and the Training of Teachers.

THE magnificent service rendered to the nation during the war by the universities has been a prime factor in influencing the renaissance in education which followed its close. In the enthusiasm shown by the universities in providing the training which will enable teachers to develop the movement lies the hope of still greater service in the future. On all sides there is evidence of the keenness of local education authorities to co-operate with the universities in securing adequate supplies of competent teachers. The development of degree courses for teachers by the affiliation of residential training colleges with the local universities, the provision of special courses for teachers intending to take service in the new central and continuation schools, and the rapid development of vacation courses, are all tendencies which show the vitality of the movement. The question is now being seriously discussed as to the possibility of providing degree courses for teachers by means of evening and Saturday morning classes. Such courses would involve the repetition of lectures given in the day-time, but with support from the education authorities, and the known eagerness of the teachers, there is every prospect that well graduated schemes spread over suitable intervals of time would prove successful. In any case they would establish the living contact with students which constitutes the living force of every university, and for thousands of teachers they would abolish the fearful strain which is imposed by private preparation for external degrees. From the financial point of view the introduction of such courses would be beneficial to the universities, since the ordinary fees would be payable by the students.

Vacation Courses as Teaching Qualifications.

THE suggestion has been made that formal recognition should be given by university authorities to satisfactory study and attendance at approved vacation courses. The Board of Education and many local education authorities already appreciate the benefit to education which follows from the attendance of teachers at these courses; and it appears to be clear that the vacation course will play an important part in equipping teachers for the responsibilities imposed by the new Education Act. In numerous cases the work done at vacation courses is comparable with sessional work for university degrees with regard to attendance at lectures, classes in practical work, and the general standard of attainment. Under such safeguards it is conceivable that recognition by the universities would secure (1) a vast field for university extension movements of a high standard, (2) a promising supply of well qualified teachers, (3) a sensible easing of the existing strain upon the ordinary accommodation of our universities. Attendance at a certain number of vacation courses is allowed to count in Scotland as a qualification for secondary school teaching, the higher scale of salaries being paid in such cases. The existing position seems to be one which lends itself favourably to experiment by the universities.

National Federation of Class Teachers.

THE Annual Conference of the National Federation of Class Teachers at Ipswich was welcomed by the Mayor and other civic authorities. Mr. O'Neill, of Leicester, gave a presidential address, exceptional in brevity and clarity. In discussing the causes of the insufficient supply of teachers, he emphasized the fact that, while 80 per cent. of the teachers must remain permanently as class teachers, those who are fortunate enough to secure promotion as head teachers obtain rates of remuneration and prospects of professional improvement little superior to those of class teachers. The closing of administrative posts and the inspectorate to teachers, the forcing of codes, schemes, and regulations upon the schools without regard to the opinion of teachers, the insuperable obstacles placed in the way of developing individual ideals, the prevalence of large classes, and the imposition of methods advocated by enthusiasts who have no practical conception of ordinary school conditions, were all quoted as factors detrimental to the attractiveness of teaching as a profession. Point was made of the increased cost of living in nullifying the beneficial effect of the Burnham scale. Mr. O'Neill condemned the dual system; many of the non-provided schools were unfit for their purpose and the religious bodies were unable to find the money for repairing them. Simple Biblical instruction was sufficient for all the day

(Continued on page 742.)

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schools. Mr. J. T. Kerr, of Newcastle, was elected vice-president; Mr. W. B. Steer, of Derby, and Mr. J. H. Lumby, of Liverpool, were re-elected treasurer and secretary, respectively. A significant feature of the elections to the Council was the defeat of Mr. G. H. Powell, vice-president of the N.U.T., while Miss Wood, president of the N.U.T., who was elected to represent Lancashire, secured only slightly more than half the votes of her colleague, Miss Aston, of Liverpool. This is in accordance with the tradition of the Federation in taking an independent course during the annual elections.

PRIZE COMPETITIONS.

THE prize for the October competition is awarded to "Homunculus"; *proxime accessit* "Tartuffe."

The winner of the September competition is Miss C. A. Ford, 5 Branch Hill Side, Hampstead, N.W. 3.

By "HOMUNCULUS."

SLANDER.

Let us proceed still further. The crowning point in the meanness of this vice is that, not content with courting favour and posing as the amiable censor, it even claims to be honest and charitable and well-meaning. Here we have one of the commonest of abuses. Let me draw your attention to it, and embark with you on a scrutiny of your morals, since it is true of this sin what St. Augustine said of heresy, that the best way to combat it is to expose it. Here, I say, is one of the abuses of our time. Men have contrived to sanctify slander and to make a virtue of it, and that one of the most sacred virtues—namely, zeal for the glory of God; that is to say, they contrive to rend and blacken their neighbour's character, not from hatred or in a fit of passion, but in the name of piety and in the interests of God. "We must humble these good people," they say; "it is for the good of the Church to blast their reputation and damage their credit." Once that is established as a principle, it becomes a point of conscience, and anything is regarded as permissible with as lofty a motive. They invent, they exaggerate, they poison men's minds, they tell only half the truth; they put forward their own prejudices as undeniable truths, they retail a hundred falsehoods, they generalize from a single instance; the evil word of one they blaze abroad, the good deeds of the many they keep to themselves; and all this, I repeat, "for the glory of God"! The end, in their eyes, justifies all. It would not suffice to justify an equivocation, but it is more than sufficient to justify a calumny, for one who is convinced that it springs from the service of God!

The sentence, "*Ce qu'un a mal dit . . . personne*," proved a difficult fence, and only twenty-six of the competitors succeeded in clearing it. So far as the grammar is concerned, *on le fait dire à tous* might certainly mean "one causes it to be repeated to everybody," but this is only a half thrust; the slanderer does not "cause to be repeated," but "repeats" himself. The real meaning is, "the evil thing said by one is attributed to all, while the good thing that many have said is attributed to none." We hesitated long before awarding the prize to a version which contained this mistake, but finally we came to the conclusion that no other version was nearer perfection. Besides, the prize version has got more of the mingled simplicity, strength, and terseness of Bourdaloue than any of its rivals. Yet we should have liked "trying to please" instead of "courting favour," "enter upon" instead of "embark on," and "these people" instead of "these good people." *Il y va du service de Dieu* is "the service of God is concerned." *On se fait une conscience* is rightly translated; the phrase, "to make a conscience of," is used with the same meaning in Elizabethan and seventeenth-century English. As one of the competitors pointed out, it is a technical term in moral theology. *Faire connaître* is more than "to make known," *connaître* meaning "to know about a thing," not simply "to know that it exists."

The passage is clearly directed against Pascal's attack upon the Jesuits in his "Lettres Provinciales."

We classify the 87 versions received as follows:—

Class I.—(a) Homunculus, Tartuffe, Fiasco, Bésigue, V.N., Arambol, J.S., Dane, Ecoutons, Sylvia, B.T.

(b) *Esse quam videri*, Woodlea, Calvus, Garnet, Almora, Spion Cop, Acacia, Swastika, Menevia, Matheson, Bohe-mond, Tom, Agricola, Fortiter, M.G.L., Hesperus, Viatrix, K.M., Cormur, G.N., Sarnia, Thersites, Un jour viendra, Van, Gurkha, Sirach, Haworth, Leander, T.S.

Class II.—Tregorrick, Didyme, Tiny, Fifi, Gil Blas, Pom, Babylonia, Rosemary, Gryndasael, Julius, M.L.D., Amor, M.T.E., Septimus, C.L.C., Ray, Cassandra, Augustus, Ivy, Buffalo, Espérance, Borealis, N.B., Mrs. Gilbey, E.S.W., Anglaise, Tony, Mineur de Charbon, Grenouille, Rex, Scout.

Class III.—March, Hibernia, Jerome, Jumbo, Lehted, Rival, O.E., Siaeyol, Veritas, Portia, Arab, Fleur-de-lis, Benjie, Swanee, A.A.M., Elaine.

A Prize of Two Guineas is offered for the best translation of the following extract from Henri Bordeaux' "Le Pays Natal":—

Mme Mérens réclamait des détails sur la réunion publique. Le comte, pris d'un accès de toux, dut laisser la parole à Lucien.

Le candidat parle du haut d'une terrasse qui domine la grande place de Thônes. Il vibre consciencieusement. Des femmes pleurent, des vieillards hochent la tête avec de petits rires admiratifs, et des jeunes gens ont sur le visage le sourire figé du bonheur. Les mots de justice, de liberté et de fraternité montent dans l'air du soir qui est limpide et sonore. Les auditeurs sont fascinés. Voilà.

—Vous écoutez, dit la bonne dame, pour faire plaisir à Annie.

Alors, je reprends. Imaginez la foule, cinq cents personnes, des hommes en blouse ou en bras de chemise, des femmes aux fichus clairs des jours de fête, massés à l'ombre sous de grands platanes. Devant eux, au soleil, la terrasse d'où l'orateur, en pleine lumière, lance sa harangue. Voulez-vous une idée de l'éloquence du candidat? Il faisait très chaud. Le soleil tapait sur le crâne de Jacques. Un brave paysan le remarqua, chercha une chaise, se hissa dessus et se mit en devoir d'abriter notre ami sous un vaste parapluie rouge. Mais Jacques est un orateur d'action. Le pauvre bonhomme faisait des efforts désespérés pour suivre ses mouvements et promener sur ses évolutions la tente improvisée; il remuait la chaise avec frénésie. Le candidat se démenait, le paysan gesticulait, et le parapluie décrivait en l'air des courbes savantes. Eh bien, personne n'a remarqué ce tableau, qui était rustique et familier plus encore que grandiose.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on November 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C.4.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—The Ninth Annual Conference of Educational Associations will be held in London from December 29, 1920, to January 8, 1921. The inaugural address will be given by the Right Hon. H. A. L. Fisher, Minister of Education, and the president of the conference, Lord Burnham, will be in the chair. This meeting will take place at Bedford College for Women, Regent's Park. All the other meetings will be held at University College, Gower Street, London. There are now forty-five separate associations affiliated to the conference, and there are indications that there will be over sixty meetings which members of all these associations will have the privilege of attending. The Clothworkers' Company are lending their hall for a *soirée*, to be held on the evening of January 3, and the Incorporated Society of Musicians will provide a musical entertainment on the occasion. M. Jaques-Dalcroze will give a demonstration of eurhythmics in Queen's Hall on the evening of January 7. Two joint conferences will be held on each Saturday morning: one on "The Use of Psychoanalysis in Education," and the other on "How best can a feeling of Professional Solidarity be created and maintained among Teachers?"

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(Established 1904.)

CONVEYANCING DEPARTMENT.

This Department is now under the direction of Mr. F. C. NEEDS, B.A., whose experience, advice, and assistance are unreservedly placed at the disposal of **Purchasers** free of charge.

TRANSFERS and PARTNERSHIPS arranged by correspondence or interview. **INSPECTIONS and VALUATIONS** undertaken. **FOR SALE** (*inter alia*).

- Devon.—High Class Girls'.**—18 Boarders, 86 Day Girls, and 14 little Day Pupils. School in a flourishing condition and accounts given to bona-fide inquirers. Splendid property standing in its own grounds with tennis court, vegetable and fruit and flower gardens. Electric light installed. Contains Entrance Hall, 5 large reception and school rooms, 13 bedrooms, bath room, &c. The property is freehold and very valuable, and valued at £4,000, of which £2,000 can remain on mortgage. To any one buying the same the valuable goodwill and connexion and schoolroom furniture will be thrown in. We are informed that "this opportunity is one not to be missed."
- Kent.—Flourishing Good Class Girls'.**—Situate in good Premises and Grounds. 18 Boarders. Fees 22 and 25 guineas a term. 100 Day Pupils. Fees 4½ and 6 guineas a term. K.G. (mornings only), 3 guineas a term. Receipts about £2,400. Vendor, who is retiring from the profession, will accept one term's Capitation Fees, and sell the School furniture, &c., at valuation. Personally investigated and highly recommended to any lady or ladies of good educational experience.
- South Coast.—Middle Class Girls' Boarding and Day School.**—Situate in a favourite seaside resort. There are 32 Boarders, 2 Day Boarders, and 30 Day Pupils. The receipts for the Summer Term are over £900. Large House facing the sea with Private Chapel, &c. Rent only 100 guineas per annum. Lets well in the holidays. Goodwill by Capitation Fee, and House and School furniture at valuation.
- Near Manchester.—Flourishing Girls' Day.**—Receipts: 1919, £964; 1920, £1,025. School easily worked. Vendor, having made a competency, wishes to retire, and will accept £650 or close offer for goodwill, School furniture, plant, and apparatus.
- S.W. England.—Flourishing Girls'.**—Three weekly Boarders (Vendor has given up taking Boarders), 8 Day Boarders, and 79 Day Pupils. Receipts: £887 for 1917, £913 for 1918, £792 for 1919 (decrease owing to Vendor deciding not to take Boarders). Excellent premises, including playing field and drill hall, only £65 per annum. Profits £160 per annum; £500 for goodwill. School furniture and two pianos at valuation. Part of purchase money can remain.

PLEASE NOTE NEW ADDRESS—

ROLAND HOUSE, SOUTH KENSINGTON, S.W. 7.
Telephones: Kensington 2951/2.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 739.

NEW ZEALAND.—Wanted, HEAD MISTRESS for first-class Boarding School (Church of England) under Diocesan management at Marton. Large grounds, new buildings, accommodation 63 boarders. Age 30 to 40. Passage paid. Present salary £500 with board and residence. Apply, before November 5th, to—Miss WHITELAW, Wycombe Abbey, Bucks.

DULWICH HIGH SCHOOL.—HEAD MISTRESS required for next Term. Applicants must hold a University degree or its equivalent. For information as to salary and other particulars, apply to the SECRETARY, Church House, Dean's Yard, Westminster, S.W. 1.

REDLAND HIGH SCHOOL FOR GIRLS, BRISTOL.

APPOINTMENT OF HEAD MISTRESS.

The Council of the above School invite applications for the post of HEAD MISTRESS, which will be vacant at Christmas.

Applicants must hold a University Honours Degree or a recognized equivalent, and have had experience in Teaching and Organization.

Salary £600, rising to £800, per annum. Further particulars and forms of application may be obtained from the CLERK to the GOVERNORS at the School, to whom the forms must be returned not later than 11th November, 1920.

MISTRESS-SHIPS.

QUEEN ANNE'S SCHOOL, CAVERSHAM, READING.—Wanted, in January, MISTRESS to teach Gymnastics, Games, and Swimming. Good Lacrosse, Cricket, and experience essential. Salary per scale. Government Pension Scheme. Apply—HEAD MISTRESS.

HINDU GIRLS' COLLEGE, CEYLON.—Wanted for May, 1921, VICE-PRESIDENT and two ASSISTANT MISTRESSES. Particulars apply—Mrs. MACKENZIE, Guild of Education as National Service, 11 Tavistock Sq., W.C. 1.

Posts Vacant—continued.

ROYAL AIR FORCE SCHOOLS OF TECHNICAL TRAINING (BOYS).

APPLICATIONS are invited for a number of vacancies in GRADE III (ASSISTANT MASTERS) on the Civilian Educational Staff of the School for Boy Mechanics at the under-mentioned Royal Air Force Station:—CRANWELL, near SLEAFORD, Lincs.

The subjects of instruction include Practical Mathematics, Applied Mechanics, General Physics, Drawing, and English (Language, Literature, Geography, History, and Civics).

Candidates must possess a University degree or equivalent qualification, and will be required to teach either (1) Mathematics and Science, or (2) English, preferably with Mathematics or Science as a subsidiary subject.

The Salary scales, to which the full Civil Service bonus will be added, are as follows:—

Grade	Basic Scale,	Approximate rate with current bonus (subject to variation)
I (Head Master)	£450-20-£550	£757 to £934
II (Senior Master)	£250-10-£300-15-£450	£464 to £757
III (Assist. Master)	£150-10-£200-15-£350	£308 to £611

In fixing the initial rates of salary in appointments to Grade III, allowance may be made for previous experience of a suitable character up to a maximum of ten years (ten increments of the scale).

For those who complete three or more years of service there will be a scheme of deferred pay in lieu of pension.

Candidates who are selected to fill these vacancies will be expected to take up the duties of their appointments at the end of the Christmas vacation.

Applications for appointment must be made on the appropriate Form (A.M. 69), which can be obtained from the SECRETARY, Air Ministry, Kingsway, W.C. 2.

SHEFFIELD HIGH SCHOOL, (G.P.D.S.T.).—Wanted, in January: (1) MATHEMATICAL MISTRESS, with some Science; (2) SINGING MISTRESS; (3) ASSISTANT ART MISTRESS; (4) ASSISTANT K.G. MISTRESS. Salary scale. Apply, with testimonials, to the HEAD MISTRESS.

Posts Vacant—continued.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR GIRLS. Head Mistress: Miss F. M. COUZENS, B.A. (Lond.).

Applications are invited for the following appointment:—

SENIOR ENGLISH MISTRESS, holding an Honours Degree or its equivalent, to undertake, from January 1921, the main part of the English work in an Advanced Course in Modern Studies, and to organize and supervise the subject throughout the School.

Present salary scale: Minimum £300, rising by £10 annually to £440 or £480, according to qualifications and success.

Three-fourths of previous experience in like capacity under other authorities will be recognized in fixing the commencing salary, and the "carry over" will be completed on 1st July, 1922.

A teacher trained for one year as a Secondary School teacher after graduation, and holding the Secondary School Teachers' Diploma, will receive two scale increments additional in the commencing salary.

Application forms, which may be had on receipt of a stamped addressed foolscap envelope from the undersigned, to be returned to the Head Mistress at once. PERCIVAL SHARP.

Education Office, Sheffield. Director of Education.

ISLE OF ELY EDUCATION COMMITTEE.

MARCH HIGH SCHOOL.

Wanted in January:—

(1) SCIENCE MISTRESS to teach Botany, Geography, and Elementary Science. Initial salary £175 to £265 for Graduate.

(2) MISTRESS to teach Gymnastics and Games. Initial salary £150 to £240 according to experience.

Apply at once to the HEAD MISTRESS.

CROYDON.—CROHAM HURST SCHOOL.—HOUSE MISTRESS wanted after Easter. Domestic Science Diploma desirable. Some knowledge of nursing essential. Age 25 to 40. Apply to Miss TH. E. CLARK, stating qualifications and submitting testimonials.

THE JOINT AGENCY FOR WOMEN TEACHERS,

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C. 1.

Teachers seeking Posts in Public and Private Schools and Training Colleges for January 1921 should apply at once to the Registrar.

The following are selected from the posts vacant:—

MATHEMATICS AND SCIENCE.

- Public School in Herts. Senior Mathematics Mistress with degree, training, and experience. Initial salary £200-£250. JA 19200
- Public School in Scotland. Mathematics Mistress. Churchwoman preferred. Age 26-30. Salary £180-£220. JA 20058
- Public School in Dorset. Chemistry, some Mathematics. Churchwoman. Resident post. JA 20567
- Public School in Middlesex. Mathematics, advanced work, some Physics. Honours degree. Scale £160-£1300. JA 20600
- Public School in Warwickshire. Botany and one subsidiary subject, preferably Geography. Degree, training, or experience. Scale £200-£12. 10s.-£350. JA 20715
- High School in London, N.W. Good Botany, Nature Study, Middle School Physics, some Mathematics. Degree, training, or experience. Scale: £170-£110-£250. JA 20846
- High School in Notts. Senior Mathematics. Scale: £170-£10-£250 or £300. JA 20880
- County School in Kent. Science and Mathematics for children of 8 to 12 years. Training for Lower School work needed. Salary £210 rising to £300. JA 20883
- Public School in Herts. Botany, Geography, Nature Study, Physics. Degree, training desirable. Scale: Graduates £100-£250 resident, non-Graduates £80-£200 resident. JA 20945
- Public School in Staffs. Botany, subsidiary Chemistry. Scale under revision. JA 20985
- Training College in Lincs. Science. Scale: £150-£250. JA 20998
- Public School in Glamorganshire. Mathematics and some Physics. Honours degree or Cambridge Tripos. Scale: £230-£15-£320. JA 21038
- Public School in Yorkshire. (1) Mathematics and Second Mistress. (2) Chemistry, subsidiary Physics. West Riding scale and £60 bonus. JA 21041 and 2
- County School in Surrey. Mathematics or Chemistry or Physics. Initial salary (£200-£300) rising to £370. JA 21056

GEOGRAPHY.

- High School in Yorkshire. Geography, some Mathematics desirable. B.Sc. degree preferred. Scale £170-£350. JA 19862
- Public School in Channel Isles. Geography and Mathematics or History or Science. Salary up to £150 resident. JA 20035
- Public School in West England. Geography and some elementary Mathematics. JA 20695
- High School in Bedfordshire. Geography, Elementary Mathematics desirable. Salary about £200 non-resident. JA 20907
- High School in Leicestershire. Geography and some subsidiary subject. Scale £180-£10-£320. JA 20929
- Public School in Staffs. Geography, to organize the subject. JA 20953

CLASSICS.

- High School in West of England. Mistress with good Classical degree; young. JA 19795
- High School in London, S.E. Classical Mistress. Honours degree and experience. Minimum salary £200. JA 21062

HISTORY AND ENGLISH.

- Public School in Dorset. Good History Mistress with experience. Good salary, resident. JA 20568
- Public School in Herts. English, some Scripture. Churchwoman preferred. Degree, or good Higher Local. Salary, Graduate from £100 resident, non-Graduate from £80 resident. JA 20944
- County School in Kent. History, Advanced Course work. JA 20966
- High School in Glos. English. Oxford Honours preferred, training and experience. Scale: £170-£10-£250. JA 20979
- Training College in Lincs. History Lecturer. Salary £150-£250 resident. JA 20999
- Public School for Boys in Northants. History. Subsidiary subjects. Degree preferred. Scale: Graduate £170-£300, non-graduate £150-£240. JA 21054
- Public School (mixed) in Lancs. Senior English and some Latin. JA 21055
- Public School in Herts. English. Honours degree. Salary £220-£270. Age not over 35. JA 21058
- Public School (mixed) in Cheshire. English, and a little Scripture. Honours degree. JA 21063
- Public School in Glam. History. Honours degree if possible. Salary £200-£15-£360. JA 21068

MODERN LANGUAGES.

- High School in Cornwall. French (direct method), Latin or other subject desirable. Experience and residence abroad. Initial salary £200. JA 20664
- Public School in Wores. French, advanced work needed, and Phonetics. Initial salary up to £270. Bonus £50. JA 20730
- Public School in London. French for Middle and Lower School. German for Middle School. Residence abroad very desirable. Salary £150 plus War Bonus 30 per cent. plus £40. JA 20946
- Mixed School in Hants. French, perhaps Elementary Mathematics. Salary scale: Graduate, £180-£10-£300 or £360. JA 20960
- Public School in Dorset. French. Degree, training, or experience. Residence abroad desirable. JA 20963
- Public School in Kent. French and Form post. Degree or equivalent preferred. Kent salary scale. JA 21012
- County School in Surrey. French. Degree. Initial salary £200-£300, rising to £370. JA 21027
- Mixed School in Cumberland. German. Salary from £250. JA 21044
- Public School in London. French. Salary from £115 resident. JA 21051

FORM POSTS.

- Girls' Grammar School in Leicestershire. Middle School Mistress, with more advanced Mathematics or Science. Scale: Graduate, £180-£320; non-Graduate, £150-£140. JA 20965
- County School in Kent. Form Mistress. Subjects preferred: Mathematics, Geography, Botany. JA 20967
- Public School in Yorks. Third Form Mistress with good English, History, Games, Needlework. Salary £120 resident and £60 bonus, pending the Burnham Report. JA 21053

LOWER SCHOOL and KINDERGARTEN POSTS.

- Church High School in Cornwall. Kindergarten. JA 20940
- High School in Yorkshire. Kindergarten of 20 to 30 children. Sewing, Scripture desirable. Burnham scale. Experience. JA 21000
- High School in Lancs. Form II. English, Arithmetic, Drill, Games. Experience preferred. Minimum salary £190. JA 21003
- Grammar School Mixed in Northants. Preparatory and Form I. Scale: Graduate, £170-£300; non-Graduate, £150-£240. JA 21004
- Private School in Hunts. Two Junior Form Mistresses, with training and experience. Salaries £80 resident. JA 21031/21032
- Public School in Cheshire. Form I. Drawing (Ablett), Sewing (Glasgow). Cheshire scale. JA 21033
- Public School in Hants. Two Junior Form Mistresses for girls 9 to 11 years. Class Singing throughout school, some Handwork and Drawing. Salary scale £150-£10-£220. JA 21048, 21049
- Boys' Public School on East Coast. Senior Mistress in the Junior School. Similar experience and training very desirable. Salary according to Burnham scale when issued. JA 21067

PRIVATE SCHOOL POSTS.

- Private School in Somerset. Mathematics Mistress. Age about 25. Churchwoman. Experience. Salary £95-100 resident. JA 20392
- Private School in Yorkshire. Mathematics Mistress. Some Geography. Salary £100 resident. JA 20152
- Private School, Sussex Coast. Mathematics. Geography. Salary £100-£120 resident. JA 20629
- Private School in Worcestershire. Two Mistresses, Geography, Arithmetic, Mathematics. English Literature useful. Degrees. Salaries: £120-£150 resident. JA 20896
- Private School, Sussex Coast. Senior Mistress. History, English, Scripture. Scale: £120-£6-£150 resident. JA 21014

GYMNASTICS, MUSIC, ART, DOMESTIC SCIENCE.

- Public School in Staffordshire. Piano, Class Singing. Churchwoman essential. Salary £90-£160 resident. JA 20222
- High School in Lincolnshire. Senior Music Mistress. Piano, some Violin, perhaps Class Singing. Scale £175-£300, or £150-£240. JA 20287
- County School in London, W.4. Drill. Chelsea Training preferred. Middlesex scale. JA 20585
- High School in Staffordshire. Gymnastics, Games, Remedial work. Scale £150-£10-£300 and £40. JA 20893
- Private School on Sussex Coast. Resident posts. (1) Art. Scale (£80-£90)-£6-£120. (2) Gymnastics, Dancing, Games. Scale: £100-£6-£120. (3) Piano, Singing. Scale: £70-£6-£110. JA 21016, 21017, 21018
- High School in Yorkshire. Needlework, Cookery, Laundrywork. Scale £150 plus £10, bonus £60. JA 21025
- Public School in South Wales. (1) Art, Craft. Salary £200-£15-£360. (2) Gymnastics, Games, Dancing. Salary £190-£15-£320. JA 21036, 21037
- Public School in Kent. Gymnastics, Dancing, Remedial Exercises, Games. Salary £170. JA 21052

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. **Reference to a post must be made by number.**

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES. THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for January Term, 1921, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form and Classical Mistresses.

ASSISTANT MISTRESS required, to teach Latin chiefly, in a Girls' Boarding School in the North of England. A candidate looked for who has had previous experience and can offer some subsidiary subjects. She will be required to take up her duties in January. Salary £100 res.—No. 17,884.

ASSISTANT MISTRESS, to teach Latin and Greek, in large and important Girls' School in South-west of England. Graduate essential. Salary £140 res.—No. 17,648.

ASSISTANT MISTRESS, to teach Latin, together with English as subsidiary subject, in a large Girls' Boarding School in North of England. Previous experience essential. Salary up to £150 res.—No. 17,728.

ASSISTANT MISTRESS, to teach English throughout the School, together with subsidiary Geography, in a high-class Girls' Boarding School in the South-west of England. Salary £140 res.—No. 17,841.

SENIOR MISTRESS, to teach History, English, and Scripture, in a recognized Girls' Private School on South Coast. Salary rising to a maximum of £150 res.—No. 17,818.

HEAD HISTORY MISTRESS, in important Girls' Boarding School in South of England. Graduate essential. Post could be held either as a res. or non-res. one.—No. 17,812.

ASSISTANT MISTRESS, to teach General Middle School work and to offer History and English as chief subjects, in large and important recognized School in the North of England. Salary up to £150 res.—No. 17,765.

ASSISTANT MISTRESS, to teach good English, up to Matriculation standard, together with elementary Latin, Mathematics as a subsidiary subject, in a large and important School in London. Salary up to £120 res.—No. 17,768.

Science Mistresses.

TWO ASSISTANT MISTRESSES required in important Girls' Boarding School on the South Coast, to teach between them Mathematics, Latin, Botany, and Geography, up to Matriculation standard. Salary from £100 to £120 res., rising to maximum of £140.—No. 17,744.

SCIENCE MISTRESS, in important Girls' recognized Private School on South Coast, to teach Botany, Mathematics, and Science subjects. Salary from £100 to £120 res.—No. 17,820.

SCIENCE MISTRESS, in important Girls' Boarding School on the South Coast, to teach Botany, Chemistry, Physics, and Geography up to Matriculation standard, with Mathematics, if possible. Post res. and good salary, according to qualifications.—No. 17,779.

SENIOR SCIENCE MISTRESS, to offer Physics as chief subject, together with Mathematics and Chemistry, in large important Girls' Boarding School in South of England. Graduate essential. Post either res. or non-res., and in either case good salary offered.—No. 17,810.

SCIENCE MISTRESS, to teach Botany, Chemistry, and Geography, in important Girls' Boarding School on South Coast. Graduate essential. Salary from £120 to £130, together with board and res.—No. 17,751.

GEOGRAPHY SPECIALIST in important recognized Girls' School, within easy reach of London. Graduate essential. Post res. and good salary.—No. 17,758.

SCIENCE MISTRESS, to teach Chemistry, some Physics, elementary Nature Study, and Mathematics, in important Girls' School in the Midlands. Graduate essential. Salary from £130 to £180, in addition to board and res., or post could be held as non-res. one at salary of from £200 to £280 non-res.—No. 17,669.

MATHEMATICAL MISTRESS in important Girls' Boarding School on South Coast, to offer this subject up to Matriculation standard. Salary £120 res., or £180 non-res.—No. 17,793.

Junior Form and Boys' Preparatory Mistresses.

ASSISTANT MISTRESS required, to teach sound Latin, elementary Mathematics, and English, in high-class Boys' Preparatory School in North of England. Salary £135 with partial residence.—No. 17,769.

ASSISTANT MISTRESS, for Boys' Preparatory School in North Wales, to offer French, together with good Music. Salary about £100, together with board and res.—No. 17,721.

ASSISTANT MISTRESS, for Home School, within easy reach of London, to teach good General Subjects, together with some Drawing. Salary £100, in addition to board and res.—No. 17,790.

KINDERGARTEN MISTRESS, for Girls' Boarding School within easy reach of London. Froebel Certificate essential. Salary from £70 to £90, together with board and res., rising.—No. 17,801.

FROEBEL MISTRESS, in Boarding House attached to a High School in the Home Counties. Post res. and good salary offered, according to qualifications and experience.—No. 17,855.

Modern Language and Foreign Mistresses.

ASSISTANT MISTRESS required in large and important Girls' Public School in the London district, to teach good French throughout the School. Candidate appointed must hold a French Diploma, or be a Graduate of some English University. Previous experience essential. Salary from £115 to £120, together with board and res.—No. 17,873.

ASSISTANT MISTRESS, to teach good French throughout the School, together with some subsidiary subjects, in a high-class Boarding School in North Wales. Salary about £110 res.—No. 17,808.

ASSISTANT MISTRESS, to teach good French throughout the School, in Girls' Boarding School in North of England. English Mistress with residence abroad, or a Native French teacher acceptable. Salary £150 res.—No. 17,813.

FRENCH MISTRESS, to teach French throughout the School, in high-class Girls' Boarding School on South Coast. Candidate appointed must be either a French or French Swiss candidate. Salary about £60, together with board and res.—No. 17,865.

FRENCH MISTRESS, in important Girls' Boarding School in the London District. She will be required to take up her duties as soon as possible. Previous experience in an English School essential. Salary about £100, together with board and res.—No. 17,798.

Gymnastics and Games Mistresses.

PHYSICAL CULTURE MISTRESS required in high-class Girls' Boarding School in South of England, to teach Games, Gymnastics, and Remedial work. Salary from £120 res., according to qualifications.—No. 17,848.

TRAINED and experienced teacher of Dancing, Remedial work, and some Gymnastics, for high-class Private Connexion on the South Coast. Post non-res. and very good salary to highly qualified candidate.—No. 17,846.

PHYSICAL CULTURE MISTRESS, in important Girls' recognized Private School on South Coast, to teach Dancing, Gymnastics, Drill, and Games. Candidate trained at Dartford, Bedford, or Chelsea greatly preferred. Initial salary £100 res., rising.—No. 17,821.

PHYSICAL CULTURE MISTRESS required for large School for Girls in Wales. Must be fully trained. Salary £190-£15-£320 non-res.—No. 17,936.

Music and Art Mistresses.

HEAD MUSIC MISTRESS required in important Girls' Boarding School in South of England. Candidates must have had previous experience and be fully certificated. Post could be held either as a res. or non-res. one, and in either case good salary offered.—No. 17,811.

MUSIC MISTRESS, to teach good Violin, Class Singing, together with subsidiary Pianoforte, in recognized Girls' School within easy reach of London. Salary from £80 to £90, together with board and res.—No. 17,760.

MUSIC MISTRESS, in Girls' Boarding School in North of England, to teach good Pianoforte and also able to accompany Singing Classes and Dancing Classes. Salary about £80, together with board and res.—No. 17,869.

ART MISTRESS, in Girls' high-class Private School on South Coast, to teach good Drawing and Painting on the Ablett system, together with subsidiary subjects. Salary £100, together with board and res.—No. 17,849.

ART MISTRESS, in high-class Girls' Private recognized School on South Coast, to teach Drawing and Painting, together with subsidiary subjects. Salary from £80 to £90, rising to a maximum of £120 res.—No. 17,819.

ART MISTRESS, for small high-class Preparatory School for Girls in South-west of England, to teach good Art, together with some Music, if possible. Salary about £70, together with board and res.—No. 17,883.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Messrs. GRIFFITHS, POWELL & SMITH, Educational and School Transfer Agents

(Established over 80 years).

12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Telegraphic Address—"Scholasque, Weststrand, London."

Telephone—Gerrard 7021.

Head Masters and Principals of Preparatory and other Schools desirous of engaging University and other qualified English or Foreign, Resident or non-resident Masters, can have eligible Candidates introduced to them (free of charge) by stating their requirements to Messrs. GRIFFITHS, POWELL & SMITH.

Assistant Mistresses and Governesses introduced to Preparatory and other Schools. Also Lady Matrons and Housekeepers. No charge to Principals.

Particulars of suitable vacancies will be forwarded to Graduates and other well qualified Masters and Assistant Mistresses seeking appointments on receipt of details of their qualifications and copies of testimonials.

Schools transferred and valued. Partnerships arranged. No charge unless sale effected. List of Boys' and of Girls' Schools and School Partnerships for sale sent gratis to intending purchasers, to whom no commission is charged.

Pupils introduced to Preparatory and other Schools.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 743.

PORTSMOUTH EDUCATION COMMITTEE. (HIGHER EDUCATION.)

GIRLS' SECONDARY SCHOOL.

Head Mistress:
Miss A. M. KENYON HITCHCOCK, B.A.

Applications are invited for the appointment of a JUNIOR MISTRESS, principally for English, to commence duties in January next. Candidates should state what subsidiary subjects they can offer.

Commencing salary, £200 per annum. The salaries scale of the school will be subject to revision after the publication of the Burnham Committee's Report for Secondary Schools.

Further particulars and forms of application may be obtained from the undersigned, to whom applications should be returned not later than November 10th, accompanied by copies of not more than three recent testimonials.

H. E. CURTIS,

Offices for Higher Education, Secretary.
The Municipal College,
Portsmouth.

LONDON ORPHAN SCHOOL, WATFORD.

Wanted, in January—

- (1) Resident ASSISTANT MISTRESS to teach English throughout the school, and some Scripture.
- (2) Resident ASSISTANT MISTRESS to teach Botany, Geography, Nature Study, and Physics.

Experience essential, degree desirable. Churchwomen. Salary in each case according to qualifications and experience.

Apply to the Head Mistress—Miss HAINES.

REQUIRED, in January, for Girls' School, lady with B.A. degree or equivalent.
—GIRDLETS' COLLEGIATE SCHOOL, LTD., Herne Bay.

FRENCH lady required in January, experienced in teaching. Needlework desirable. Apply—PRINCIPAL, Winchester House School, St. Leonards-on-Sea.

Posts Vacant—continued.

COUNTY BOROUGH OF SUNDERLAND EDUCATION COMMITTEE.

SUNDERLAND TRAINING COLLEGE.

Wanted, for January 1921, a MISTRESS OF METHOD for Infant Work and Handwork. Salary according to scale: graduate or equivalent, £240—£15—£370 non-resident. Recognition of previous approved service, up to eight years, may be given in determining initial salary. The Principal will be pleased to give any further information if desired.

Letters of application, together with copies of recent testimonials and names of referees, should reach the undersigned not later than Wednesday, November 10th.

HERBERT REED,

Education Offices, Chief Education Officer.
16 John Street, Sunderland,
21st October, 1920.

RICHMOND (SURREY).

COUNTY SCHOOL FOR GIRLS.

Wanted, for January 1921, MISTRESS holding Geography Diploma. Subsidiary Mathematics a recommendation. Initial salary according to length of service, rising in case of graduates by £10 to £260 and £12. 10s. to £370, and in the case of non-graduates by £10 to £290.

Applications, stating age, places of education, and experience, accompanied by three recent testimonials, to be sent, on or before 8th November, to the Head Mistress at the School.

GRAHAME COWELL,

Education Office, Education Secretary.
39 George Street,
Richmond, Surrey.

NATAL.—GIRLS' COL- LEGIATE SCHOOL, PIETERMARITZ- BURG.

Head Mistress: Miss E. M. COLUMBINE.

Wanted, for February 1921, GYMNASTIC AND GAMES MISTRESS. Salary £130, £145, £160 resident on three years' agreement for candidate with three years' training and two years' experience. Salary on lower scale for candidates with shorter training. Outward passage paid.

Apply to Miss HUBBARD, 34 Warrington Crescent, London, W.9.

Posts Vacant—continued.

CORNWALL EDUCATION COMMITTEE.

FALMOUTH COUNTY HIGH SCHOOL.

Wanted, in January, a FORM MISTRESS, able to take French throughout the school. Residence abroad and a knowledge of Phonetics necessary.

Salary (pending the issue of the Burnham Report) £170 to £300, according to previous experience and qualifications.

Applications and testimonials to be sent, as soon as possible, to the HEAD MISTRESS, County High School, Falmouth.

Education Department,
County Hall, Truro,
25th October, 1920.

BOLTON SCHOOL (GIRLS),
PARK ROAD, BOLTON.—SCIENCE MISTRESS wanted in January, to teach Botany and elementary Zoology. Salary from £250 for an experienced Mistress; applications from graduates without experience will also be considered. There is an advanced course in Science and Mathematics in the school. Apply at once to the HEAD MISTRESS.

ST. IVES SCHOOL, BEXHILL.

Recognized. Following posts vacant January next:—(1) SENIOR MISTRESS: History, English, Scripture. £120 resident. (2) Mathematics, Botany, Science. £100 resident. (3) Gymnastics, Dancing, Games. £100 resident. (4) Art. £80 resident. Annual rises to maximum salaries. Apply—PRINCIPAL.

TUNBRIDGE WELLS HIGH

SCHOOL.—Wanted, in January, a MISTRESS to take Gymnastics, Dancing, and Games. Salary from £170. Also a Visiting MUSIC MISTRESS, qualified to teach Piano and Class Singing. Apply to the HEAD MISTRESS.

HABERDASHERS' ASKE'S

GIRLS' SCHOOL, LONDON, NEW CROSS, S.E.14.—Wanted, in January, a trained, experienced GEOGRAPHY SPECIALIST. Science Degree or Geography Diploma. Preference given to candidate able to take Nature Study and supervision of School Gardens. Initial salary £120 to £250, according to qualifications and experience. Apply—HEAD MISTRESS.

Messrs. GRIFFITHS, POWELL & SMITH,Telegraphic Address :
"SCHOLASQUE, LONDON."Educational and School Transfer Agents,
(Established 1833),Telephone :
GERRARD 7021.**12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.***For many years at 84 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, W.C.2.***TO ASSISTANT MISTRESSES.****January (1921) Vacancies.**

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January next** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

GENERAL.

Two English Mistresses wanted, to take between them Mathematics, Latin, and French. Salary about £120 resident. (**Kent.**)—No. 435.

Assistant Mistress for Botany, Algebra, elementary Chemistry, and Geometry. Salary £100 resident. (**Worcester.**)—No. 430.

Assistant Mistress for English and History to London Matriculation standard. Salary £120 resident. (**Wales.**)—No. 429.

Two Assistant Mistresses for Public Secondary School: one for English and French, the other for Latin and History. Salaries according to County scale. (**Suffolk.**)—No. 428.

Senior English Mistress for English History and French to Senior Oxford standard. Salary £90 resident. (**Hants.**)—No. 426.

Mistress for Form III. Good English and History. Public School. Salary £120 resident. (**Yorks.**)—No. 420.

English Lady to teach French up to Senior Cambridge or Matriculation. Qualifications at least Hons. Higher Local, Language group. Salary £145 non-resident. (**London.**)—No. 413.

Form Mistress for Form III. General Form work and Mathematics. Qualifications: Hons. Higher Local, Mathematics group. Salary £85 resident. (**London.**)—No. 412.

Assistant Mistress for Mathematics. Salary £100 resident. (**Devon.**)—No. 410.

English Mistress to take the French throughout the School. Salary £90 resident. (**Essex.**)—No. 408.

Assistant Mistress for English, French, Mathematics, and Latin. Salary up to £90 resident. (**Dorset.**)—No. 405.

Assistant Mistress for Boys' Preparatory School. English, Arithmetic, elementary Latin, and Drawing. Salary £100 resident. (**Sussex.**)—No. 401.

Assistant Mistress for Botany and Mathematics. Salary £120 resident. (**Sussex.**)—No. 393.

Senior English Mistress. English, History, and Scripture. Salary £120 to £150 resident. (**Sussex.**)—No. 391.

Assistant Mistress, chiefly for History. Salary £90 resident. (**Devon.**)—No. 391.

Assistant Mistress for Mathematics, Geography, History, and Grammar. Salary £120 to £130 resident or £150 non-resident. (**Midlands.**)—No. 389.

Two Assistant Mistresses, to take between them History, English, Modern Geography, Latin. Salary according to qualifications. (**Ireland.**)—No. 388.

Assistant Mistress, to take French throughout the School. Salary £110 resident. (**Wales.**)—No. 387.

Assistant Mistress for Modern Geography and History to Senior Cambridge standard. Salary £100 resident. (**Suffolk.**)—No. 379.

Experienced English Mistress, good Organizer, English and Mathematics to Senior Cambridge. Salary £100 resident. (**Dorset.**)—No. 380.

Assistant Mistress. Honours Degree in English. Salary according to scale. £100 (minimum), rising to £250. Public School (**Wales.**)—No. 367.

Assistant Mistress for English Subjects and Mathematics. Salary £80 resident. (**Northants.**)—No. 373.

Assistant Mistress, for good Mathematics and some elementary Latin. Salary £130 resident, £160 to £190 non-resident. (**Sussex.**)—No. 365.

Assistant Mistress for English, Latin, and Mathematics. Salary £120 resident. (**Scotland.**)—No. 363.

Assistant Mistress for Mathematics and General Subjects. Salary £100 resident. (**Northants.**)—No. 362.

Graduate for French, English, and some Latin. Salary £100 resident. (**Kent.**)—No. 361.

Assistant Mistress for good English and Latin to University Entrance Exam. standard. Salary £120 resident. (**Scotland.**)—No. 360.

MUSIC MISTRESSES.

First-class Music Mistress. Chief subject, Piano. Salary £100 resident. (**Sussex.**)—No. 439.

Fully-qualified Music Mistress, able to prepare for all Associated Board Examinations. Salary £75. (**Yorks.**)—No. 438.

Music Mistress. Piano, Theory, and Singing. Salary £80 resident. (**Somerset.**)—No. 416.

Music Mistress, L.R.A.M. or A.R.C.M. Piano, Theory, Solo and Class Singing. Salary £90 to £100 resident. (**Wales.**)—No. 399.

Music Mistress. Piano, Theory, Singing. Salary £85 resident. (**Cheshire.**)—No. 371.

Music Mistress. L.R.A.M. or equivalent, Piano, and Singing. Salary £70. (**Cheshire.**)—No. 366.

First-rate Violin Mistress for School in Scotland. Salary £120 resident.—No. 357.

KINDERGARTEN.

Kindergarten Mistress, with Ablett's Drawing. Salary £80 resident. (**Cheshire.**)—No. 424.

Kindergarten Mistress. N.F.U. Certificate. Salary £80 resident. (**Hants.**)—No. 418.

Kindergarten Mistress, for School in West of England. Salary £70 resident.—No. 398.

Mistress for Form III. N.F.U. Certificate. Salary £90 resident. (**Kent.**)—No. 382.

PHYSICAL.

Gymnastic and Games Mistress. Salary from £80 resident. (**Kent, near London.**)—No. 436.

Gymnastic and Games Mistress. Swedish Drill. £80 to £110 resident, £150 non-resident. (**Kent.**)—No. 434.

Gymnastic and Games Mistress, for high-class School on South Coast. Salary £100 to £120 resident.—No. 394.

Gymnastics, Games, and Dancing Mistress. Salary £80 resident. (**Cheshire.**)—No. 372.

Several Matrons and Matron House-keepers required. Good salaries.

NO REGISTRATION FEE, AND THE COMMISSION CHARGE IS VERY MODERATE.

SCHOOLS TRANSFER DEPARTMENT.**SCHOOLS TRANSFERRED AND VALUED.**

Please see page 746 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Westrand, London."

Telephone: Gerrard 7021.

Posts Vacant—continued.**DRAKE AND TONSON'S SCHOOL, KEIGHLEY.**

Wanted, in January:—
(1) SENIOR MATHEMATICAL MISTRESS in charge of department, to act as Second Mistress. Special allowance for this, £50 above scale. High honours and experience essential.

(2) SENIOR CHEMISTRY MISTRESS, with subsidiary Physics. Experience not essential. Honours degree or equivalent preferred. £20 above scale.

(3) FRENCH MISTRESS, graduate or non-graduate.
Salaries according to temporary West Riding Scale, pending Burnham Report. Initial £210 to £230, plus allowances for special qualifications and experience.

Apply to the HEAD MISTRESS.

BRISTOL.—COLSTON'S GIRLS' SCHOOL.

Required for January:—

(1) In consequence of the appointment of the present Head of Department to a post as Head Mistress SENIOR MATHEMATICAL MISTRESS, to organize the subject throughout the school. Honours degree or equivalent essential.

(2) GEOGRAPHY SPECIALIST. Oxford diploma or equivalent qualification. Some Zoology desirable. Salary in each case according to qualifications and experience. Apply to the HEAD MISTRESS.

THE ABBEY SCHOOL, READING.

Wanted, in January:—(1) MISTRESS for Physical Exercises: good Games and Dancing essential. (2) SECOND MODERN LANGUAGE MISTRESS: subsidiary subject, Latin. Apply—HEAD MISTRESS.

KINDERGARTEN MISTRESS required in January for large Private School near London. Experience and N.F.U. Higher Certificate. Non-resident; good salary. Address—No. 11,092.*

PUTNEY HIGH SCHOOL (G.P.D.S.T.).—Wanted in January, SENIOR SCIENCE MISTRESS, to teach Chemistry and Physics. Honours degree essential. Apply—HEAD MISTRESS, 35 Putney Hill, S.W.15.

WANTED, January. — MISTRESSES. Honours Graduates, experienced. (1) History (with Literature). (2) Latin. (3) Science. Churchwomen. Salaries begin £120, rising to £150, resident. — Miss HOGGEN, M.A., Brentwood, Clarendon, Southport.

REQUIRED in January, HOUSE MISTRESS for Junior House of Girls' Boarding School in Scotland. Well educated lady, to be responsible for health, happiness, and training of children out of school hours; for housekeeping and maids, with help of assistant. Age from about 35 to 40. Initial salary £100 to £120, according to qualifications.

Apply, giving full particulars, religious denomination, &c., No. M.86043, TRUMAN & KNIGHTLEY, Ltd., Scholastic Agents, 158-162 Oxford Street, London, W.1.

BADMINTON HOUSE SCHOOL, CLIFTON, BRISTOL (a qualifying School for the Board of Education Pension; also Private Pension scheme).—Wanted in January:—

(1) Experienced MUSIC MISTRESS. Piano and Ear Training (Kensington High School method) essential. Initial salary £120 resident; annual increment £10.

(2) Experienced ART AND HANDICRAFT MISTRESS, able to take charge of the department. Good salary, according to qualifications.

Apply—Miss B. M. BAKER.

KINDERGARTEN MISTRESS required in January in large Private School near London. Higher N.F.U. Certificate and experience essential. Good salary non-resident. Address—No. 11,106.*

CANTERBURY—SIMON LANGTON GIRLS' SCHOOL.—Required, for January, MISTRESS, to teach Geography up to standard of London General School Examination; also to teach elementary Mathematics. Salary according to Kent Scale. Apply to HEAD MISTRESS.

WANTED, for January, in a good-class Private School in London district, two MISTRESSES (one resident and one non-resident), to take between them the following subjects: Geography, French, and Latin. Address—No. 11,095.*

Posts Vacant—continued.

ENDCLIFFE MOUNT SCHOOL, RANMOOR, SHEFFIELD.—Wanted, SCIENCE MISTRESS in high-class Girls' School, to teach Mathematics, elementary Practical Science, and Physics; also Modern Geography. Salary from £100 resident, according to qualifications and experience. Please reply, giving full particulars of experience, and enclose copies of testimonials. Apply—The PRINCIPAL.

TWO ASSISTANT MISTRESSES wanted for January, in an Endowed High School.

(1) FIRST FORM MISTRESS who can take Needlework in Forms V and Lower V. Higher Froebel Certificate. Training (Secondary) essential. (2) GRADUATE, trained (Secondary) or experienced, who will teach Arithmetic up to Form V; Algebra and Geometry to beginners. Minimum salary, £180. Apply—HEAD MISTRESS, The Hulme Grammar School for Girls, Oldham.

SOUTHLANDS SCHOOL, EXMOUTH.—Required in January, a GEOGRAPHY MISTRESS. Subsidiary subjects: Botany and elementary Mathematics. Salary from £100. Resident (Federated Schools Pensions Scheme). Apply—HEAD MISTRESS.

ENGLISH MISTRESS (resident) wanted, in January, in Private School. Churchwoman. Age 25 to 35. Good History, elementary Latin and Algebra required. —Miss Woodward, The Beehive, Bexhill.

THE COUNTY SCHOOL, WALINGTON, SURREY.—Wanted, in January, 1921, a MISTRESS to help with Chemistry or Physics and Mathematics. Degree or equivalent essential. Commencing salary £200 to £300, according to experience, rising to £370 (scale to be revised after the Burnham Report). Apply to the HEAD MISTRESS.

ST. MARY'S SCHOOL, CALNE.—Required for January, MISTRESS to teach Mathematics and some Science. Resident post. Salary from £120. Apply to the HEAD MISTRESS.

PRINCESS HELENA COLLEGE, EALING.—Required, in January, Resident FRENCH MISTRESS (Graduate). Phonetics, residence abroad, and experience essential. Salary according to qualifications and experience. Apply—PRINCIPAL.

HITCHIN GIRLS' GRAMMAR SCHOOL.—Required, in January, 1921: (1) MATHEMATICAL MISTRESS. Honours Degree. (2) HISTORY MISTRESS, Oxford or Cambridge preferred. Salary according to qualifications and experience. Apply—HEAD MISTRESS.

ASSISTANT MISTRESS (resident) for Geography, Junior English and good Drawing. Very light supervision duties. Day School, with 5 boarders. PRINCIPAL, Woodridings School, Hatch End, Middlesex.

WANTED, in January. — School, 70 boarders, Resident ENGLISH MISTRESS. General subjects for Oxford Locals. Also MISTRESS for Gymnastics, Games, and Dancing. Needlework or Junior English useful. Address—No. 11,098.*

WANTED, in January, in high- class Private Girls' School in Devonshire: (1) a JUNIOR ASSISTANT MISTRESS, to teach the usual English Subjects and Arithmetic in Forms III and IV. (2) A MATRON who has had some experience. Address—No. 11,103.*

LADY COOK-HOUSEKEEPER required, January. Junior House, 35 pupils. High-class Girls' School (Sussex Coast). Salary £60. Hooper's (Educational Agents), Ltd., 13 Regent Street, London, S.W.1. No booking fees.

BATH HIGH SCHOOL (G.P.D.S.T.).—Wanted, in January, SENIOR ENGLISH MISTRESS, Oxford Honours School preferred. Salary from £170 non-resident. Apply to the HEAD MISTRESS.

BARNET GIRLS' GRAMMAR SCHOOL, HERTS.—Wanted for January:—(1) a GYMNASIAC MISTRESS, fully qualified, and (2) Honours Graduate in ENGLISH. Public Secondary School experience essential in both cases. Initial salary for (1) from £220 to £250, and (2) from £220 to £270. Apply, with full particulars, to Miss CLEMENT, 31 High Street, Warwick.

Posts Vacant—continued.

SOUTH AFRICA.—Required, for January, 1921, for Government High School, Cape Town:—

(1) MISTRESS, to teach History up to Matriculation standard. English subsidiary. Salary £255 per annum non-resident, rising £7.10s. per annum to £360. £40 towards passage on three years' agreement.

(2) BOTANY MISTRESS, Natal Girls' High School. £230 to £250 non-resident. Passage on three years' agreement.

(3) HISTORY MISTRESS for Natal. £230 to £250 non-resident. Passage on three years' agreement.

(4) VIOLIN TEACHER (Lady) for Girls' High School. Salary £100 resident. Passage. Apply "Africa," Society for the Overseas Settlement of British Women, Hotel Windsor, Victoria Street, London, S.W.1.

SWANSEA EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS.

Head Mistress: Miss E. K. MULLINS (Cantab.). Wanted, in January (or earlier), a SENIOR SCIENCE MISTRESS, competent to undertake the organization and supervision of the whole of the Science teaching of the school. (Chief subject, Chemistry; subsidiary, Physics.)

Salary scale: £320, rising by £10 annually to £455. Previous Secondary experience will be taken into consideration in fixing the commencing salary.

Application forms can be obtained from the EDUCATION OFFICES, Dynevor Place, Swansea, on receipt of a stamped addressed envelope.

T. J. REES,

13th September, 1920. Director of Education.

MATHEMATICAL AND LATIN MISTRESS wanted in January. Good salary scale. Degree and Secondary experience desired. Apply—HEAD MISTRESS, Wyggeston Grammar School for Girls, Leicester.

THE GIRLS' SCHOOL COMPANY, LTD.: THE PARK SCHOOL, GLASGOW.—Wanted (1): Immediately, for some months, to take the place of a Mistress on sick leave, a KINDERGARTEN MISTRESS. Able to take some Handwork or Nature Study. Initial salary £160, with £10 additional for each year's experience up to £300. (2) In January: a JUNIOR FORM MISTRESS, with very good elementary English and Arithmetic, and able to take some History in the Middle School. Initial salary £180, with £10 additional for each year's experience up to £300. Apply to the HEAD MISTRESS.

THE GIRLS' SCHOOL CO., ST. BRIDE'S SCHOOL, HELENSBURGH, N.B.—GYMNASTIC AND GAMES MISTRESS required in January. First-rate Drill and Games essential. Remedials. Simple Secretarial Duties as subsidiary work. Initial salary £100 to £120 resident. Concession on long-distance railway fares at holiday times. Apply to the HEAD MISTRESS.

TWO Resident MISTRESSES required in January in a good Boarding School, conducted on modern lines. They will be required to take between them Mathematics, Modern Geography, Literature, and Latin. Salaries offered £80—£100 each. Apply—NORLANDHOLME, The Drive, Hove, Sussex.

QUEEN'S COLLEGE, LONDON.

—Required, for January:—
(1) RESIDENT MISTRESS, to take ordinary English subjects, Elementary Mathematics and Geography, and duties with boarders.
(2) LADY SECRETARY to the Warden, with experience of College or School work preferred. Age 24 to 35.

Candidates for either of these posts should state in writing their age, religious denomination, qualifications, experience, and salary required.
Apply—PRINCIPAL, Queen's College, 43 Harley Street, W.1.

BRADFORD GIRLS' GRAMMAR SCHOOL.—Wanted, either at the half-term or in January, (1) Two ASSISTANT MISTRESSES, combining the following subjects between them:—Elementary Science and Mathematics, Geography, French, English; (2) JUNIOR FORM MISTRESS (children 8-9), Class Singing. Salary scale: Graduate initial £180, Non-graduate £150, £30 bonus. Annual increment, £10. Apply to the HEAD MISTRESS.

ENGLISH SPECIALIST required in January, 1921. Good degree, or equivalent, and experience essential. Salary £120-£140. Send full particulars, photograph, and copies of testimonials to THE PRINCIPAL, Lawnside, Great Malvern.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

JANUARY VACANCIES FOR UNIVERSITY WOMEN.

For Candidates with Degree or equivalent qualifications.

English, History, and General Form Mistresses.

HISTORY LECTURER for Elementary Training College in Eastern Counties. Resident £150 to £250. A 85,952

ENGLISH MISTRESS for good High School in South-west England, to take subject throughout school with charge of a form. Help with Literary Society and School Magazine also required. Experience or training necessary, and preference given to Oxford candidate. Non-resident from £170, by £10 to £250. A 85,836

ENGLISH MISTRESS for good Nonconformist Boarding School on North-west Coast. Subsidiary subjects to be stated. Honours degree essential and experience a recommendation. Resident according to scale from £110, rising to £350. Pension Scheme. A 86,000

HISTORY MISTRESS as Head of Department for important high-class Public School for Girls in South-west Counties. First-rate qualifications and experience required. Non-resident, good salary. A 83,825

LECTURER in French and English for Elementary Training College in South-west Counties. University woman and Churchwoman required. Resident from £160, rising £10 yearly. C 85,867

ASSISTANT MISTRESS for French and English for large Dual Secondary School in North-west Counties. Non-resident from £200 according to experience and qualifications. C 85,865

GENERAL FORM MISTRESS for Girls' Grammar School in Midlands, to teach in Middle School. Higher work in Mathematics or Science a recommendation. Non-resident from £180 to £320 for graduate, or £150 to £240 for non-graduate. A 85,783

ASSISTANT MISTRESS for high-class Private School in South-east Counties, to teach English Literature, with some Geography and Mathematics or French. Experience or training or both essential, and preference given to a graduate. Resident £100 or more. A 86,163

SENIOR MISTRESS for high-class Private School for Girls in Western Counties, with good Latin and some English. Good experience essential, also Churchwoman with organizing ability. Resident from £150. A 86,132

ENGLISH MISTRESS for Public School for Girls in Calcutta. Graduate and Churchwoman essential. R.200 per month to trained graduate, or R.175 per month to untrained graduate. Passage paid. A 82,217

ASSISTANT MISTRESS for new Church School in Queensland, Australia. Subjects arranged. Graduate and Churchwoman essential. Resident £200. Outward passage on three years' agreement, and return passage at end of five years. A 85,730

SENIOR MISTRESS for recognized Private School on South Coast, to teach History, English, and Scripture. Graduate and up to date experienced teacher essential. Resident from £120, rising £150 or more. A 86,059

ASSISTANT MISTRESS for Upper Forms for Public School for Girls in Shanghai, with special qualifications in Geography and experienced. Training and Degree essential, also good discipline. Non-resident, about £50 a month, with passage on three years' agreement. A 85,979

ASSISTANT MISTRESS for Public Girls' School in West Indies, to teach English and Latin to Matriculation Standard. Honours Degree and some experience essential. Non-resident £270 with quarters. Passage paid on three years' agreement. A 85,192

ASSISTANT MISTRESS for Nonconformist Boarding School in South Africa, to teach Latin and English. Some experience essential. Resident up to £175 according to qualifications, with second-class passage on three years' agreement. A 84,967

Modern Language Mistresses.

FRENCH MISTRESS for Church of England Public Boarding School for Girls in Home Counties, to teach throughout the School to Matriculation standard. Churchwoman and experienced. Resident about £100, rising £10 annually. C 86,133

FRENCH MISTRESS for Secondary Endowed Girls' School in Home Counties. Degree essential. Residence abroad a recommendation. Non-resident. Good salary according to qualifications and experience. C 86,053

SECOND FRENCH MISTRESS for good Public Girls' Day and Boarding School in Home Counties, with fluent French, and able to teach on direct method. Preference given to London Honours graduate. Non-resident from £180. C 85,913

FRENCH MISTRESS for Municipal Secondary School for Girls in Northern Counties. Degree essential. Non-resident according to scale from £170 to £330. C 86,106

FRENCH MISTRESS for important high-class Public Boarding School for Girls in London, to teach in Junior and Middle School and help with Senior work. Degree and residence abroad essential. Resident £115. C 86,235

FRENCH SPECIALIST for Secondary School for Girls in Midlands, with a knowledge of Phonetics, and able to take advanced work. Experience and residence abroad essential. Honours degree a recommendation. Non-resident according to scale with bonus. C 86,204

FRENCH MISTRESS for Church of England High School in South-west Counties. Subsidiary Latin also required. Resident from £90. C 85,934

FRENCH MISTRESS for County High School for Girls near London, to organize throughout the School, and take subsidiary English. Good experience and qualifications looked for. Non-resident according to scale. C 83,765

ASSISTANT MISTRESS for Public Co-educational School in Midlands to teach French to Matriculation with some elementary English or Arithmetic. Games an advantage. Non-resident according to scale. For graduate, £180 to £350; non-graduate, £150 to £200. C 86,294

FRENCH MISTRESS for Girls' County Secondary School in South-western Counties, with a knowledge of Phonetics, and able to teach on the direct method. Duties include charge of a Form. Latin a recommendation. Training or experience essential with good accent. Non-resident according to Burnham scale when published. C 84,262

Classical Mistresses.

CLASSICAL MISTRESS, for high-class Private Girls' School in North-eastern Counties. Non-resident £160 to £180, or resident by arrangement. C 85,972

CLASSICAL MISTRESS, for Church of England Boarding and Day School in South Africa. Churchwoman essential. Resident £120 to £140 and outward passage. C 82,207

CLASSICAL MISTRESS, for first-class Public Boarding School for Girls in South-west Counties. Non-resident, good salary. C 85,896

CLASSICAL MISTRESS for good Church of England Day School for Girls near London. History or English a recommendation. Experience and Churchwoman essential. Non-resident, good salary. C 85,821

Mathematics, Science, and Geography Mistresses.

MATHEMATICS MISTRESS for first-class Private Boarding School for Girls in Western Counties. Games a recommendation. Preference given to graduate. Resident £120 to £150 with pension. C 85,677

MATHEMATICS MISTRESS for County High School for Girls in Midlands. Preference given to Oxford, Cambridge, or London candidate. Non-resident, according to scale £180 by £10 to £280, thence by £15 to £350. C 86,031

ASSISTANT MISTRESS, for high-class Private School for Girls in North-east Counties, to teach Mathematics to Higher Certificate standard. Training or experience essential. Degree preferred. Non-resident £160 to £180, or resident by arrangement. C 83,819

MATHEMATICS MISTRESS for first-class Church Boarding School in Home Counties. Botany a recommendation. Lady with good qualifications looked for. Resident, good salary. C 86,069

MATHEMATICS MISTRESS for first-rate Preparatory School for Girls in Scotland. Interest in Games and Girl Guides a recommendation. Non-resident £250, rising £300. C 86,127

MATHEMATICS MISTRESS for important Public Boarding and Day School for Girls near London. Applied Mathematics or some Science a recommendation. Preference given to Cambridge candidate. Resident £140. C 85,272

MATHEMATICS MISTRESS for Municipal Secondary School for Girls in Northern Counties. Graduate essential. Non-resident from £170 to £330. C 86,107

MATHEMATICS MISTRESS for first-class Private Boarding School for Girls in London, with degree and some experience. Resident about £120. C 83,768

SENIOR MATHEMATICS MISTRESS for large important Secondary School for Girls in South-western Counties. First-rate qualifications and experience necessary. Non-resident about £200, rising by £20 to £360. C 84,477

ONE OR TWO MISTRESSES for good Church of England Private Boarding and Day School for Girls in New Zealand, to teach Geography on modern lines, Science, and Mathematics. Salary offered, each £150 to £200 resident, with outward passage. C 84,837-8

ASSISTANT MISTRESS for well known important co-educational School in Southern Counties, to teach Biology to Scholarship standard. Resident, £200 to £250. C/D 85,815

SCIENCE MISTRESS for large Public Secondary School for Girls in Northern Counties, to teach Chemistry and Physics. Mathematics or Botany a recommendation. Degree or equivalent essential. Resident from £160, or non-resident from £210. C 86,226

SCIENCE LECTURER for Elementary Training College in North-eastern Counties. Resident £150 to £250. C 85,953

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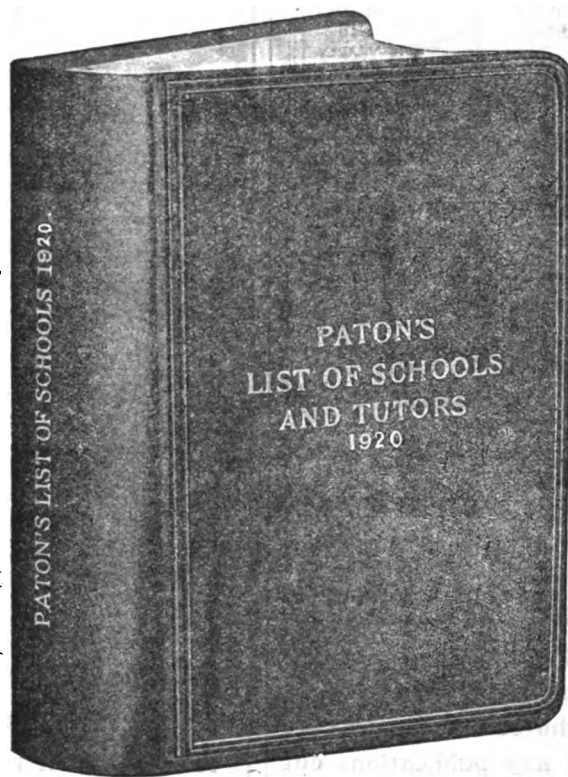
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REVIEWS AND MINOR NOTICES.

TESTS AND PERFORMANCE.

Mental Tests. By Dr. P. B. BALLARD.
(6s. net. Hodder & Stoughton.)

"We can test, but we cannot measure," is a limitation laid down by Dr. Ballard, yet the desire to measure is so ingrained in us that he, like all energetic investigators, is continually straining at the leash and reaching for the measuring rod. Because we cannot always attain mathematical accuracy, we need not give up the attempt at serviceable measurements. One is pleased to note Dr. Ballard's warm admiration for Binet's initiative, though some of us are hardnecked enough to believe that certain of our old hard-shell examination coaches, under the bad old system of payment by results, had reached quite as clear views on age-performance as ever entered the mind of the Paris experimenter; only it was no part of these successful schoolmasters' policy to proclaim their knowledge and their methods. Most of them could afford to smile at M. Binet's *naïf* "*Barème d'Instruction*." All the same, the fair-minded reader will prefer Dr. Ballard's mode of approach, and will acknowledge that in the book before us we have an admirable and much needed presentation of the whole problem from the English point of view; for we have had in the past some cause to be ashamed at the British public's lack of interest in the matter of mental tests, as compared with what is found across the Atlantic. It is not that our psychologists are behind in the race—Dr. Ballard makes an excellent case for the actual superiority of the English psychologists, so far as initiative and scientific accuracy go—but that the English people, as a whole, are not greatly interested in things of the mind, and have left it to the Americans to make the practical applications of a science to which our own countrymen have made the most brilliant contributions.

Up till now, however, the bulk of American literature on the subject has cast in the shade the English contributions, since these have been largely confined to articles in scientific magazines. Dr. Ballard has deserved well of his countrymen by producing a book that will go far to put the subject on a better footing. It is true that two books on examinations—one by H. Latham and the other by P. J. Hartog—have dealt excellently with one aspect of the subject, and should have been referred to in the present work; still, Dr. Ballard is entitled to all the prestige of the pioneer. If it did nothing else, the book has the great merit of expounding, from the English standpoint and in English terms, the store of materials gathered by the Americans. But it does much more: it gives an admirable statement of what underlies the whole problem, correlates all the available data, and supplies just that amount of actual material that makes it possible for the intelligent teacher to apply tests on his own account without fear of doing damage to his pupils. As himself a successful experimenter in this field, Dr. Ballard is entitled to appeal to his experience, and to claim the confidence of his readers in his recommendations. For he does not confine himself to the mere exposition of tests; he has much to say that is of value to the practical teacher with regard to many of the subjects of the curriculum.

The book is as interesting as it is instructive, but Dr. Ballard gets his effects legitimately, and has little sympathy with the meretricious effects of ill-founded generalizations. He does not, for example, hold himself personally responsible for the remark that, "roughly speaking, a child should be able to repeat as many syllables as the number of years he has lived." Though Dr. Ballard allows himself to fall asleep, in an artistic way, in an appendix, he is particularly wide awake in the text. He has, indeed, produced the most live and useful bit of work on this subject that has yet appeared.

THE TEACHING OF ENGLISH.

On the Art of Reading. Lectures delivered in the University of Cambridge, 1916–1917. By Sir A. QUILLER-ROUCH. (15s. net. Cambridge University Press.)

"My thoughts," Sir Arthur tells us, "have often strayed from my audience in a university theatre away to remote rural

classrooms where the hungry sheep look up and are not fed—to piteous groups of urchins standing at attention, and chanting 'The Wreck of the Hesperus' in unison." We know from many testimonies that Sir Arthur never lost the attention of his Cambridge audience; and we may suspect the reason to be that he was never purely academic: that the human sympathy which extended to the children in rural classrooms came home at some point to each individual among his hearers. For the same reason, the printed lectures should have no lack of enthusiastic readers. Especially ought every teacher of English to read them. If he does not teach better thereafter, let him drown his textbooks and seek another vocation.

"The real battle for English," Sir Arthur avers, "lies in our elementary schools, and in the training of our elementary teachers." But as the elementary teachers of the future will all pass through the secondary school, it is on the improvement of English teaching in the secondary school that we must base our hopes. That teaching will be inspired by the right spirit and aim in proportion as it is realized that "Humanism is a quality which can, and should, condition all our teaching; which can, and should, be impressed as a character upon it all, from a poor child's first lesson in reading up to a tutor's last word to his pupil on the eve of a Tripos."

Sir Arthur has had his own battle to fight at Cambridge in freeing the study of English from the pedantry that kills. It is good to know that since these lectures were delivered he has won his battle so far as the scheme for an English Tripos is concerned; for we may hope to see a steady stream of teachers trained on right lines pouring into our secondary schools. Those of us who are too old to go back to college and be trained in the right way may still mend some of our deficiencies, and reinforce our faith and power to stimulate others, by reading these lectures. They are as full of humour and humanity as their predecessors on "The Art of Writing" and on "Shakespeare's Workmanship"; in range of felicitous illustration, in earnestness of purpose, and maturity of judgment, they mark an advance. One small criticism: if the allusion on page 111 is to the English Association, the jibe is undeserved and not quite worthy of the lecturer. Two misprints in Greek (pages 102, 159) have escaped the generally careful readers of the Cambridge Press.

CURRENT PSYCHOLOGICAL LITERATURE.

- (1) *Children's Dreams*. By Dr. C. W. KIMMINS. (5s. net. Longmans.)
- (2) *A Thought Book on the Socratic Method*. Edited by T. S. KNOWLSON. (7s. 6d. net. Laurie.)
- (3) *The Elements of Practical Psychoanalysis*. By P. BOUSFIELD. (10s. 6d. net. Kegan Paul.)
- (4) *Human Psychology*. By Prof. H. C. WARREN. (12s. net. Constable.)
- (5) *The Psychology of Dreams*. By Dr. W. S. WALSH. (12s. 6d. net. Kegan Paul.)
- (6) *Mind-Energy*. By Prof. H. BERGSON. Translated by Prof. H. W. CARR. (10s. net. Macmillan.)
- (7) *Educational Psychology*. By Dr. D. STARCH. (14s. net. Macmillan.)
- (8) "Brief Course Series in Education."—*The Psychology of Childhood*. By Dr. N. NORSWORTHY and Dr. M. T. WHITLEY. (10s. net. Macmillan.)
- (9) "Brief Course Series in Education."—*The Psychology of Subnormal Children*. By Dr. L. S. HOLLINGWORTH. (10s. net. Macmillan.)
- (10) *Mental Tests in the American Army*. Compiled and Edited by C. S. YOAKUM and R. M. YERKES. (6s. net. Sidgwick.)

The ten books before us supply a useful indication of how things are going in the development of psychology. Naturally the readers of this journal have a special interest in the educational applications of this study, but nothing psychological can be said to be entirely alien to the teacher. He will therefore be interested in M. Bergson's "Mind-Energy" (6), though, if he knows the published works of this master, he will find little that is fresh in these collected lectures and essays. They form, however, excellent illustrative material, and in some ways the exposition here is better than we find in the previous volumes. In particular the lectures are

brilliantly clear and attractive. There is, *per contra*, a good deal of repetition in the book. Still of a general type is Prof. Warren's "Human Psychology" (4), from which we see that the modern tendency is still towards emphasizing the psychological side. Many of the terms that are familiar to older readers are kept in the background, and such terms as "organism," "receptor," "behaviour," "attitude" come to the front. The book is excellent for teachers, even if they have to make their own applications. All the same we turn with some interest to Dr. Starch's "Educational Psychology" (7), to discover whether at last we are going to have a distinctively professional psychology.

We have been told from the beginning of the specific training of teachers that psychology and education stand outside of each other, that they cannot be joined together in an organic way; that, like oil and water, they cannot be induced to mix. Dr. Starch, however, has produced a volume of which the table of contents does not suggest the good old-fashioned subjects of the educational psychologist. On the philosophical side Prof. Welton had already made a beginning of a real psychology of education, and, on the more practical sides, Thorndike, Bagley, and McMurry had made an excellent start; but here Dr. Starch has brought matters to a head, and presents us with a volume that suggests a new psychological technique. It is true that some readers may be inclined to say that only the first of the three parts into which the book is divided is really occupied with psychology; there we have all that is necessary for the teacher to know about the native equipment of human beings, including such matters as instincts, variations, correlations, inheritance, and all the paraphernalia of mental tests. Part II is devoted to the psychology of learning in general, and Part III to the psychology of learning the various school subjects. The book is full of diagrams and charts that will no doubt gladden the heart of Dr. Titchener. Teachers should note that Dr. Starch believes that probably the most important single fact discovered with reference to education in the last decade is "the enormous range of ability and the resulting overlapping of successive grades."

"The Psychology of Childhood" (8) is less novel in its treatment, as is only to be expected in a text meant for the use of normal schools, but it marks a great advance on the usual type of book prepared for this purpose, and will be found excellent for our present two-year students in training. Coming to more specialized work we find in the "Psychology of Subnormal Children" (9) a very welcome contribution to a distressingly difficult subject. Dr. Hollingworth deals with her problem sympathetically and with full knowledge. All the newer views are expounded, and all the newer methods described. Some very valuable distinctions are drawn, and a marked characteristic of the book is the help it gives in avoiding certain mistakes in classification that are rather prevalent even among capable teachers.

It would have been surprising if our list had not included a work on psychoanalysis, since this subject is at present so much in the public mind. But Dr. Bousfield's "Elements of Practical Psychoanalysis" (3) is written entirely from the medical point of view. It is clear and well illustrated from the actual experience of its author, but will not be found of much value by the practising teacher. It is true that the section on dreams is very interesting, but for our purposes, Dr. Kimmings's delightful little book on "Children's Dreams" (1) is much more promising. It does not, however, altogether redeem the promise. It supplies a great deal of material of a very attractive kind, but hardly makes a satisfactory use of it. We want more generalizations based on what is recorded. It is to be hoped that Dr. Kimmings will complete his book. Chapter VIII is inadequate, and few are so well qualified as its author to make an excellent thing out of it in a new edition. It is seldom that a reviewer can in this way invite a longer book. There is no lack of bulk in Dr. Walsh's "Psychology of Dreams" (5), but it does not lead us very far. He adopts the simple natural history method, after the type of Macnisch. The book has the distinction of keeping Freud and his school in their proper place. Most writers on this subject just now

have room for little else than Freud and his followers. It is significant to note that in Bergson's lecture (1901) on "Dreams," Freud is only once even mentioned, though at that time "Traumdeutung" had been published.

Self-education is not entirely neglected by the psychologists, as is proved by Mr. Sharper Knowlson's "Thought Book on the Socratic Method" (2). The book is a practical help in the application of the author's psychology, and consists in an ingenious set of exercises for practising the mind on a series of provocative quotations. It is doubtful whether the Socratic method can be applied by means of exercises in a book. Does the method not imply the actual give and take of personal intercourse?

Not the least significant of these ten volumes is "Mental Tests in the American Army" (10). There has been a keen desire among all English-speaking teachers for some definite information about these tests, of which we have heard such wonderful things. Thanks to Majors Yoakum and Yerkes, we have here the information desired, including the "Examiner's Guide" for applying the tests. This gigantic psychological experiment deserves all the publicity it can have, so we rejoice that a complete and detailed account of the methods and results of psychological examining in the American army is in course of publication in the Memoirs of the National Academy of Sciences, Washington.

CLASSICS.

"Junior Latin Series."—*Virgil: Aeneid I, Aeneid II*. Edited by J. JACKSON. (2s. net. each. Clarendon Press.)

These two additions to the Oxford "Junior Latin Series" are both excellent of their kind: each contains introduction, text, notes, index of proper names and vocabulary, and the introduction to each is unusually good. Mr. Jackson is to be heartily congratulated upon the careful and successful manner in which he has set forth the details of Virgil's life and his merits as a poet in language which can be understood by schoolboys. Especially happy is his comparison of Theocritus and Virgil (in the Eclogues) with Shakespeare's "When icicles hang by the wall" and Andrew Marvell's "How long wilt thou, fair shepherdess?" from the point of view of vigour and truth to life. This is the kind of criticism that helps boys, and we should like to see more of it. But why all the rest of the *apparatus*—notes, index of proper names and vocabulary? Something, of course, is needed; but is not the proportion of five pages of notes to three of text excessive? Editors who overload the classics by writing notes on every conceivable difficulty succeed only in making schoolboys think that Latin is more difficult than it is. Boys who have been properly taught can read Virgil with the help of about a tenth of the notes given here.

Translations from Lucretius. By R. C. TREVELYAN. (3s. net. Allen & Unwin.)

As the title implies, this is not a complete translation of Lucretius, but a rendering in blank verse of several *purpurei panni* collected from the whole of the six books. Neither its object nor its usefulness is very apparent, though we can well believe that it has amused the author's leisure hour, and he is at times very happy in his renderings; but we must confess that, as a rule, we find him prosaic. There is little of the sonorous grandeur of either Empedocles or Lucretius in—

"For the paved highway of belief through touch
And sight leads straightest into the human heart
And the precincts of the mind."

Our comparison is chosen at random, but it will serve to indicate to the discerning the degree to which Mr. Trevelyan has succeeded in recapturing the spirit of his original.

A Skeleton Latin Grammar. By E. NEWTON. (3s. 6d. net. Blackie.)

A frankly utilitarian book which consists largely of the tabular presentation of accident and paradigms of verbs. The idea is good, but loses half of its value from its presentation not having been simplified enough. Why paradigms in English and in Latin, active and passive? We have seen in one paradigm all that Mr. Newton expresses in a dozen. The exercises are of the old uninspired type—disconnected sentences, such as "The Romans are praised by the Belgians," and "The captive is saved by the kind queen."

EDUCATION.

The Concept of Nature. By Prof. A. N. WHITEHEAD, F.R.S. (14s. net. Cambridge University Press.)

This book contains the substance of the Turner Lectures, delivered at Trinity College, Cambridge, in the autumn of 1919. Here Dr. Whitehead returns, from a different side, to the problems dealt with in his recent book on "The Principles of Natural Knowledge." For the non-mathematical reader this volume will be found more approachable than its predecessor, but he must not expect to find easy reading. He must be prepared to face a presentation that discards all the old technical terms of philosophy and makes an entirely different approach from that of the metaphysicians. Nature is what we observe in perception through the senses. When we think about Nature without thinking about thought we proceed homogeneously; when thought about thought is included we think heterogeneously. This vital distinction runs right through the book. Dr. Whitehead dismisses with contempt the old-fashioned bifurcation theory: if the reader retains a belief in that theory, Dr. Whitehead assures him that "not a word of what I have here written will be intelligible." He vigorously opposes the view that time and space are absolute; he maintains that they must be dealt with in relation to one another, and works in his theory that the "event," as combining temporal and spatial elements, must be taken as the unit of thought in relation to Nature. He makes no pretence at ultimate explanations. We can never hope to reach the *why* of knowledge: we must remain content with seeking for the *what*. The effect of the book is stimulating in the highest degree, but it will disappoint those who are fond of that "tidiness" in thinking that charmed the medievalists but exasperates Dr. Whitehead. He talks about "ragged edges" in our thinking about Nature, and he tells us that his theory, so far from leading to clear-cut explanations of everything, will result in "a greater mystery and a deeper ignorance." But the fair-minded reader will admit that the resulting mystery and conviction of ignorance lead to a wholesome desire to know. The "event-particle" is an insidious microbe that inevitably sets up the disease of hard thinking.

Imagination and its Place in Education. By E. A. KIRKPATRICK. (6s. 6d. net. Ginn.)

Mr. Kirkpatrick's "Fundamentals of Child Study" is very well known in this country as an able and painstaking piece of work, and one was prepared to find that his new book on imagination is marked by some sound qualities. It is true that one finds it difficult at times to resist the conviction that this is an example of book-making rather than a genuine contribution to educational thought, because so much of what the writer says is to be found in the standard psychologies for teachers. We think, too, that the time has come for distinguishing between imagery and imagination, rather than between "reproductive" and "productive" imagination, because the former pair of terms tends to greater clearness of view. Again, notwithstanding the author's disavowal of the doctrine of formal training, he seems to us to come very near accepting that doctrine, especially in the chapters on "School Subjects and the Imagination." There is, however, a good deal of interesting matter in the book. We like, in particular, the chapters on adolescence ("the period of day dreams"), and on the evils and dangers of imagination in children. But the best part, in our opinion, is the large number of first-hand experiences, related by students and others, by which the author illustrates his statements.

Scouting and the Adolescent, with Special Reference to Secondary Schools. By the late J. A. G. DYMOND. (1s. 6d. net. Manchester University Press. Longmans.)

The literature of the Boy Scout movement is now very considerable, but there is still room for work on the subject by trained teachers. The Chief Scout, one of the most deservedly honoured men of our time, has given the inspiration, and has been supported by a great band of loyal and capable workers. Probably no one knows better than he, however, the value of criticism, provided it be sympathetic and constructive and not mere fault-finding. In this little volume, the work of one who is unhappily no longer with us to help in carrying his suggestions into effect, we have an excellent treatment of the subject from the teacher's point of view. From his own experience Mr. Dymond was led to the opinion—and this is, we think, the most important point he makes—that "in the past altogether too much emphasis has been laid on the assumption that anybody who is willing will probably become a successful scoutmaster." The scoutmaster must be properly chosen and trained, and to that end the universities and training colleges have a part to play. Mr. Dymond's chapters on scouting in elementary and in secondary schools, his plea for fuller recognition, and his remarks on the superiority of the Scouts to the various Boys' Brigades, are all well worth reading and pondering. We hope the book will have a large sale.

Human Efficiency and Levels of Intelligence. By HENRY HERBERT GODDARD. (6s. 6d. net. Oxford University Press.)

These lectures, delivered under the Louis Clark Vanuxem Foundation at Princeton University, are the inevitable result of the development of the Intelligence Test. As a recognized authority on the subject, Mr. Goddard is entitled to prophesy the probable lines along which progress is likely to be made. His picture is rather grim. He maintains that every human being reaches at some time a level of intelligence beyond which he never goes, and that these levels range from the lowest, or idiotic, to the highest level of genius. His tables show that nearly one half of the population of the United States do not rise above the intelligence of normal children of twelve. It is an appalling thought that in the States about 10 per cent. of the adults are of a mental age of ten or less. Mr. Goddard works out in a most interesting way the implications of his thesis, and takes all sorts of precautions against error; above all, he recognizes that intelligence must be estimated in connexion with other powers not yet so fully studied. Which is well: for his own high intelligence has not saved him from writing on page 99 about "the venial vote." A book that demands attention.

Sex Education and National Health. By C. G. HARTLEY. (6s. net. Parsons.)

There is a growing disposition to give undue prominence to what is after all only one part—even if an important part—of education. Some teachers and parents are becoming obsessed with the dangers of adolescence, and some re-adjustment of perspective is becoming imperative. Of course, there has been too much mystery about sex in the past, and children have been allowed to grow up in ignorance of necessary knowledge, but there is now a danger of premature enlightenment encouraging undesirable precocity. Having uttered a caution, we are glad to be able to say that Mrs. Hartley writes with discretion and restraint and that her book will prove helpful to all whose duty it is to answer the questions which arise in the minds of developing boys and girls. Her suggestion that the staffs of all schools should include health and games masters or mistresses deserves careful consideration.

Athena. A Yearbook of the Learned World. Edited by C. A. EALAND. (15s. Black.)

Mr. Ealand here provides the English-speaking races with a compilation on the lines of the well known "Minerva," dealing with the institutions of higher education and the learned societies of the British Empire and the United States. It is hoped in future issues to include the learned bodies and institutions of our Allies. The volume should find a place in all reference libraries.

The Yearbook of the Universities of the Empire. 1918-1920. Edited by W. H. DAWSON. (15s. Bell.)

Mr. Dawson's yearbook presents a conspectus of the calendars of all British universities at home and overseas. A special feature of the present issue is an appendix, in which an account is given of war work, other than combatant, undertaken by the universities of the United Kingdom, and of the contributions to H.M. Forces of the overseas universities.

ENGLISH.

An Anthology of Recent Poetry. Compiled by L. D'O. WALTERS. (1s. 6d. net. Harrap.)

A charming little selection of present-day poems for use in schools, smaller and, on the whole, easier than the English Association's "Poems of To-day," though there are many verses common to the two anthologies. Modern rhythms, and the descriptive touches and effects of modern poetry, often appeal to children whom the older poets leave cold; and the wise teacher will make use of this appeal, taking care at the same time not to disparage the older poets, but to make the enjoyment of contemporary poetry lead on to an appreciation of the glories of the past.

An Introduction to the History of the English Language. By P. G. THOMAS. (5s. net. Sidgwick.)

It is to be feared that these lectures, apart from such assistance of interpretation as a lecturer could give in delivering them, would be at once too meagre and too difficult for profitable reading. Language, whether approached from the side of semantics or of phonetics, is a difficult study, and a good book by an original authority is really easier as well as more inspiring than a condensation.

"The Mermaid Series."—*Webster and Tournour.* With an Introduction and Notes by J. A. SYMONDS. New Students' Edition. (3s. 6d. net. Fisher Unwin.)

This is a "students' edition," with nothing repellently scholastic about it. The four great tragedies of blood—Webster's "White Devil" and "Duchess of Malfi," and Tournour's "Atheist's Tragedy" and "Revenger's Tragedy"—are set out in the alluring type of the famous "Mermaid Series." The rest of the series is being similarly reproduced.

Selections from Early Middle English (1130-1250). Edited, with Introductions and Notes, by Dr. J. HALL. (Part I, Texts, 7s. 6d. net; Part II, Notes, 15s. net; together, 21s. net. Clarendon Press.)

We are slowly recovering from the set-back caused by the war and its secondary effects, and the university presses are once more adding to the material at the disposal of the advanced student. We realize how great has been the delay in this work when we read that much of Dr. Hall's work was already in type in 1915. The scope of these two volumes is to give in an easily accessible form selections from Early Middle English texts. Some of these selections have already been available in Morris's "Specimens of Early English," and Dr. Hall modestly claims that this book is merely supplementary. It is, however, much more than that, for, apart from the examination and collation of additional manuscripts, there are many pieces quite new or only printed in such works as Wright's "Biographia Britannia Literaria" or some German collection. Several of the extracts, notably the well known "Peterborough Chronicle" and the "Charter of Henry II," should prove as valuable to the history student as to one who is concerned with the grammar and language, for the notes are as clear and helpful in the one direction as in the other. Other familiar selections are extracts from Layamon (with the advantage of being able to compare the two principal texts), the Proverbs of Alfred, the "Ancien Riwe," the "Ancien Wisse." Turning to the newer pieces, one is glad to see the Worcester Fragments, for many reasons. Anyone interested in the religious ideas of the Middle Ages should read "The Soul and the Body," together with the editor's able analysis of the origin and development of the theme. Saint Godric's hymns are little known, and yet are of exceptional interest metrically, with their abandonment of alliteration and use of the syllabic principle noteworthy in such early poems. The "Notes" are always a model of what is required, and hardly ever does one find a statement which could be questioned. Altogether a most valuable addition to the students' library.

HISTORY.

"Great Nations."—*Medieval Europe: its Development and Civilization.* By Prof. L. THORNDIKE. (15s. net. Harrap.)

This volume is a reprint, revised and adapted to the use of English readers, of an excellent textbook first published in America in 1917. It is one of the best introductions to the study of the Middle Ages that has up to the present been issued on either side of the Atlantic. It gives the necessary skeleton of political history, but it concentrates attention more particularly on social, economic, and cultural history. The ideas of St. Augustine, the legal reforms of Justinian, the religious principles of Mohammed, the system of feudalism, the revival of learning, the features of Gothic architecture—such are types of the topics that are treated with fullness and with amplitude of learning. Prof. Thorndike begins his work with a discourse on the study of history, which culminates in an appropriate demonstration of the importance and the significance of the Middle Ages. He then proceeds to treat of the three factors whose combination produced the characteristic civilization of the period—viz., the Roman Empire, the Christian Church, and the Teutonic barbarians. Next he describes, in a series of profoundly interesting chapters, the institutions and ideas of medieval Christendom. Finally he traces the transition from medieval to modern times, a process which he attributes primarily to the development of commerce and the growth of towns. A comparison of the present edition with that originally published in America shows some improvements and some losses. The maps have suffered by the omission of the colouring; all the bibliographies and suggestions for reading have gone. On the other hand, thirty-three admirable illustrations have been inserted, and a number of awkward Americanisms have been altered to good English in the text. For example, the statement that Tamerlane's "oldest son went him one worse" is translated into the statement that his "eldest son outwied him." Again, the remark that the works of Galen and Ptolemy had been "warmed over and made hash of" is toned down to the phrase "studied and commented upon." Henry II is no longer a "dynamo," but merely "a man of great energy." John, however, is still made to "pocket" money (page 435), and the tribute which he promised to pay to the Papacy is again put at one thousand *pounds* instead of one thousand *marks* (page 486). Two old errors are repeated—viz., that Theodahat married Amalaswintha, whereas he merely became her colleague in the government (page 131), and that Alfred divided England into shires and hundreds, whereas both divisions were of much older date. Errors and solecisms are, however, very few, and they do not materially impair the value of an able and stimulating book.

(Continued on page 760.)

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This booklet of some 15,000 words contains the substance of a course of six lectures delivered by the late Archdeacon Cunningham to an audience of Cambridge teachers shortly before his lamented death. The aim of the lectures was to show from local examples how the relics and monuments of a single shire can be used to illustrate and vivify the general history of England. The Archdeacon's examples are chosen not so much from the written records of the county as from the tangible and visible remains—the earthworks, the Roman roads, the churches and castles, the still existent fairs and markets. Although the prime interest of the book is limited to the people of the particular region treated, it makes a secondary appeal to a far larger public; for it indicates a method applicable to every part of England, and it points to sources of information available in every locality. The usefulness of the booklet impels us to ask whether it was necessary to charge for it the prohibitive price of 5s. It is but a paper-covered pamphlet of 70 pages. Before the war it would have been sold for 1s.

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This little volume worthily maintains the traditions of the excellent series to which it belongs. It is literary rather than antiquarian in its structure—that is to say, it is to be grouped rather with Mr. Fletcher's "Sheffield" than with Mr. Westlake's "Westminster." It passes very rapidly indeed over the ancient and medieval periods, only becoming full in its narrative when it arrives at Elizabeth and the Sea Dogs of Devon. Very interesting are the accounts of the work of the local navigators, the stirring days of the Civil War, and, above all, the development of the dockyards and their achievements during the wars of the eighteenth and nineteenth centuries.

MATHEMATICS.

The Arithmetic of the Decimal System. By Dr. J. CUSACK.

(6s. Macmillan.)

Regarded as a school book, this is for use to-morrow, not to-day, since it is useless to teach an unrecognized system of measures. As propaganda on behalf of the simplification of our complex and time-wasting system of weights, measures, and money by their reduction to a decimal scale, it may serve a good purpose. The author does not advocate the adoption of the metric system; he considers, and probably most persons of the English-speaking communities will agree with him, that there is no valid reason for discarding the pound weight, the yard, and the gallon as fundamental standards. A Bill to decimalize our coinage with the pound sterling as standard was introduced into Parliament in 1918 at the instance of the Associated Chamber of Commerce, with the approval of the Institute of Bankers, and no serious opposition to its passage should be encountered when Parliament finds time to give its attention to the matter. But the tables of weights and measures will not be altered so easily. For example, if all units of length are to be ten-fold multiples of the yard, there will be no place for the mile; yet it is so firmly established that its supersession by the thousand-yard would be extremely difficult. The chapter on Alligation is a curious survival of bygone days, and the author does not seem to be aware—or, at least, does not indicate—that with more than two components the solution of the inverse problem is indeterminate. Nevertheless, the book will be of service, provided it falls into the proper hands, by showing how much time could be saved from the teaching of arithmetic and devoted to other purposes if a decimal system were in vogue.

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ably of mathematicians when she learns that Bhaskara tried to console his daughter, whom he had forbidden to marry, by addressing to her verses propounding problems in syncopated algebra?

MISCELLANEOUS.

Old Village Life; or, Glimpses of Village Life through all Ages. By P. H. DITCHFIELD. (7s. 6d. net. Methuen.)

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(Continued on page 762.)

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SCENE III.—THE INN (MORNING).

Host, Good Samaritan, Jew—sleeping. Apart, Priest and Levite—sleeping. Host awakes; then awakens Good Samaritan; then Priest and Levite.

GOOD SAMARITAN (to HOST). I think I will go and look at my friend.

HOST. I will come with you. (They go and look at JEW.)

GOOD SAMARITAN. He is not fit to travel to-day, and I must continue my journey. Can he stay here till he is well? Will you take care of him?

HOST. Sir, you teach men to be kind. I will gladly look after your friend.

GOOD SAMARITAN (to HOST). Here, then, are two pieces of silver. If you have to spend more, when I come again I will repay you.

It may be added that a number of excellent illustrations of the scenes as acted enrich the volume.

SCIENCE.

Relativity: the Special and the General Theory. By Prof. A. EINSTEIN. Authorized Translation by Dr. R. W. LAWSON. (5s. net. Methuen.)

Coming, as it does, from the chief source of the theory of relativity, the book is particularly worthy of study. It is an attempt to present the theory in popular form, and, like all such attempts, it begins in a very interesting and simple manner, and gradually becomes more abstruse. Whether any attempt to present the theory of relativity in such a manner that it can be understood by a non-mathematical reader can succeed is open to question, but this book of Prof. Einstein goes a long way in that direction, and in describing the special theory of relativity the author has undoubtedly achieved a great measure of success. In fact, the relation of the special theory to the general theory is made exceedingly clear. The book is worth reading, especially for the lucid way in which the Lorentz transformation is presented. From this point onwards, through the part concerning the general theory of relativity, the book takes on more and more the character of an outline or sketch, leaving much to be filled in to obtain even a superficial knowledge of the theory. The translator has been very successful in conveying to the reader the spirit of lucidity of the original work.

"The Nature Lover's Series."—*The Seashore.* By W. P. PYCRAFT. (4s. 6d. net. S.P.C.K.)

This interesting book by a well known authority might well be added to the school library. It would also make a suitable prize-book. We agree with its author that a seaside holiday would become both more enjoyable and more useful if inquiries like those raised in this volume were undertaken with such guidance as is here provided.

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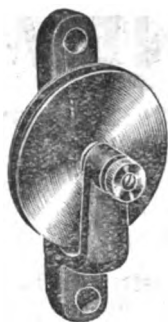
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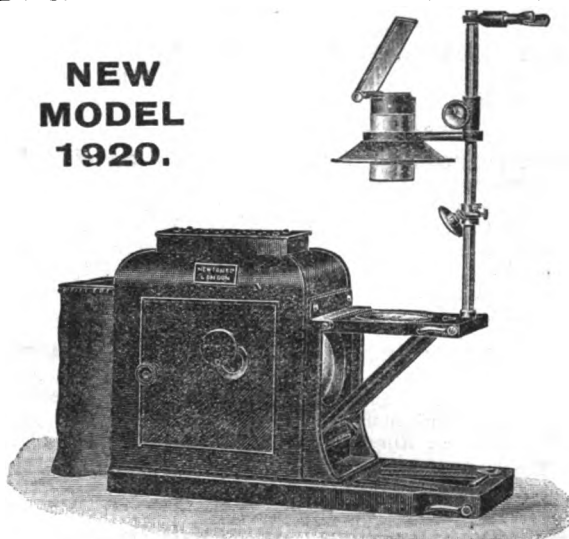
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TRAINING COLLEGES and Technical Schools.

See also pages 769-776, 792, 793, 796, 805, 824, 825, 837; [Halls of Residence] 770-773; [Physical Training] 771, 775, 791; [Scholarships] 772, 773, 777.

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See also pp. 769-776, 792, 793, 796, 805,
824, 825, 837: [Halls of Residence] 770-
773; [Physical Training] 771, 775, 791;
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838.

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**Certain Continental Schools
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See also pp., 771, 804, 805.

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See also pages 808-819.

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OCCASIONAL NOTES.

THE Head Masters' and Head Mistresses' Associations, being only slightly affected by the "Burnham" Report on salaries in secondary schools, will naturally desire that it shall be accepted. Criticism and opposition, therefore, come from the assistants. The mistresses consider that the minima, particularly in the case of non-graduates, are too low, and many of them are disappointed that the principle of equal pay has not been accepted. Neither mistresses nor masters consider that the maxima of the scales are sufficiently high to meet present economic conditions, and they find it difficult to believe that these conditions will be ameliorated during the period of the truce, which is itself considered too long; indeed, they fear that, if there is a further rise in prices, the provisions for scale revision will be of little value. Very many masters are strongly opposed to the £50 for a good Honours degree. The policy of their Association is that there should be a single, economically adequate, scale upon which special qualifications of all kinds should be recognized by the placing of assistants at correspondingly higher points than the minimum. They believe, too, that where the cost of living is above the average, as in many industrial areas it undoubtedly is, it should have been met by *local* additions to the normal scale.

THERE is an almost universal belief among the assistants that the present financial needs of both men and women warranted a full and immediate "carry over." Authorities may, and some undoubtedly will, grant this; but where it is not given there will continue to exist a very genuine feeling of dissatisfaction. There is also disappointment that so many of the recommenda-

tions are permissive rather than compulsory, and a consequent fear that varying treatment will be accorded by different authorities in exactly similar cases, which will continue the very anomalies and injustices that the Report was expected to remedy. Many doubt whether the Reference Committee can satisfactorily settle the numerous matters that lie within its purview. However sound such arguments as these may be, it must not be forgotten that the Report itself is a compromise, the result of negotiations between employers and employed, the former holding the purse-strings, and as such was certain to be open to criticism. Even as it is, many rural authorities will have had some difficulty in persuading their finance committees to accept it. That the Report, with all its shortcomings, has been recommended to their members for acceptance by the executives of all the four secondary associations who represent the teachers concerned is the strongest argument that it was, on the whole, the best that could be obtained. The choice lies between what is, after all, a national solution and the chaotic conditions of the past; for this, if for no other reason, it should be accepted.

MR. FISHER'S address to the members of Parents' Associations, and other parents of children in elementary schools in Brighton, on November 5, gave official recognition to the interesting experiment which the Brighton Education Committee initiated some two years ago. Acting on the hint given in the Education Act for the consultation of parents in educational matters, the Committee have formed Parents' Associations in connexion with the elementary schools, and the scheme has now passed the experimental stage. The associations have discussed matters affecting the particular schools and the general educational work of the town, and have elected representatives to sit on the Boards of Managers and the Care Committees of the schools. Steps are now being taken to form a Central Committee of delegates from the various associations, which will, in turn, nominate representatives to sit on sub-committees of the Education Committee, and good results are already being shown from the awakened interest of the parents, which is for the first time becoming articulate. The success varies from one association to another, depending to a large extent on the interest of the teachers and a few of the parents; but there is no doubt that the scheme shows promise of tapping a fruitful source of latent power towards educational progress. There has been an outburst of enthusiasm for education among the working classes, largely due, as Mr. Fisher said in his speech, to an increased appreciation of the value and power of the educated man. The Brighton plan seems to offer a simple method for bringing the parent into sympathetic and close touch with educational administration, and there are already associations being formed elsewhere, though they have not received the same official recognition as in Brighton.

IN our issue for November we remarked that the supply of candidates for the teaching profession, in all its grades, is notoriously deficient, and that the means of training them are gravely imperilled, some of the voluntary training colleges being on the brink of bankruptcy. Since then, a case in point, that of the Saltley Training College

for men teachers, has been reported by the Birmingham papers. Before the war the number of students was 110, about fifty-five being admitted annually. At present there are only forty-five first-year men, and there is a marked falling off in the number of applicants for next year. Moreover, the accounts for the year ended July 1920 leave the governors faced with a deficit of £4,000. We give these details because it is to be feared that the case of Saltley is not exceptional, but typical. We repeat that the Board and the local authorities ought to be using every means in their power to increase the supply of teachers, especially of men. It is equally clear that, if the voluntary colleges are to survive, the State must speedily come to their financial rescue. Their disappearance would be a serious loss, not only to the Churches, but also to the State. Of course, if greater financial assistance is to come from the State, there must be an attitude of "give" as well as "take" on the part of the Churches. But, in the present temper of the Churches, there ought to be little difficulty in this respect.

THE Board of Education have just issued, as one of their Educational Pamphlets, "An Account of Some Experiments in the Teaching of Science and Handwork in certain Elementary Schools in London." The old courses

Science and Handwork.

in science have long fallen into disfavour, partly because of the increased attention given to Nature-study during the last twenty years, and partly because the academic study of chemistry and physics was felt to be unprofitable for children who left school at fourteen. Moreover, as we recently pointed out in connexion with the Board's Circular 1177, the older handwork schemes were unsatisfactory because of their formal and imitative character and their isolation from the rest of the curriculum. The experiments now offered for consideration refer to the use of a workroom in a boys' school, and the teaching of science to boys in a central school and in certain elementary schools. The value of such records lies a good deal in the fact that they show what actually has been done, and, therefore, what can be done, to overcome the difficulty of keeping large classes well employed—a difficulty that arises in an acute form when "chalk and talk" are put aside and individual practical work begins. Other points of interest are the possibilities of a scheme of "every-day science," and the success achieved by the use of simple tools and materials. We hope the pamphlet (which costs a shilling) will be widely read by teachers of science and handwork.

WE have received a memorandum from the War Office concerning the Territorial Cadet Force. While we welcome, both on educational and on patriotic grounds, the intention of the authorities to extend their support to this branch of training, we must confess to a feeling of apprehension that it comes too late. Some schools have maintained a cadet corps for many years, at first with no recognition at all, afterwards, in 1910, with some half-hearted support from the Army Council. When war broke out, numerous schools and other organizations took up the movement with enthusiasm, but found little encouragement and many obstacles in their path. No doubt the War Office had its hands too full to give the movement the support it deserved;

Territorial Cadet Force.

nevertheless, the backing now offered would have been far more effectual three years ago. Since the conclusion of the war, many cadet corps have been disbanded, or are rapidly approaching that state, the prevailing causes being apparently a sense of anti-climax on the part of the cadets and of despair in their struggle against difficulties on the part of those responsible for the maintenance of the corps. Had these tendencies been foreseen and met without delay, the resulting disintegration would have been arrested. We hope that the present announcement may even yet be in time, and prove to be the precursor of others which will assure to the movement, not only adequate financial support, but a hearty and direct encouragement of all cadet corps by the officers commanding the various districts.

AN interesting scheme for the interchange of English and French pupils has lately been considered by the Bradford Education Committee. The scheme has two main objects: to improve the pupils' knowledge of French or English and to afford them opportunities of becoming acquainted with the ideas and customs of, and so contribute to the development of a better understanding between, the two countries. It is proposed that the pupils' stay in France should extend from the beginning of the summer holidays over the whole or part of the school year; they would thus have an opportunity during the holidays of becoming more widely acquainted with French social life, apart from scholastic routine, while during the school terms they would be pursuing their regular studies. It is proposed also that the interchange of pupils should be (1) between French and English schools of the same type and of equal importance, and (2) between families of analogous social conditions. The pupils from Bradford would be between fourteen and eighteen years of age, and would be drawn from the secondary schools, the technical college, and the School of Arts and Crafts. The attitude of the French Ministry of Public Instruction towards the scheme is wholly favourable, and the Board of Education have promised that any pupils from English schools taking part in such an interchange would be considered as being on the registers of their own schools. Thus the only expenses involved in the proposal are the pupils' travelling expenses. The suggested arrangements seem to possess the merits of simplicity and practicability, and similar experiments that have already been made, as well as the favourable attitude of the Board of Education and the Ministry of Public Instruction, promise well for the ultimate success of the scheme.

Interchange of English and French Pupils.

A PARAGRAPH has gone the round of the papers in which it is stated that the girls in mixed schools obtain better results in the London General School Examination than those in schools for girls only, this conclusion being based on certain statistics that appeared in the *Middlesex Schools Gazette*. Statistics

Girls and Examination Results.

are dangerous things, and, before such a general assertion can be based on them, it is important to make sure that the materials from which the statistics are drawn are ample. In this case the statistics refer to the performance of ten mixed and nine girls' schools, on one occasion; and they have led to such inferences as this—that in mixed schools there is undue pressure on the

girls. Closer inquiry would suggest that there may be special reasons for this year's results. War-time conditions have affected some schools more than others, and they render this a time at which statistics are peculiarly untrustworthy. In another county, at the same examination, the ten girls' schools, as a whole, showed better results than the ten boys' schools: is it a legitimate inference that girls are more intelligent than boys? Some of the Middlesex girls' schools have had a bad year, and most of the mixed schools have maintained their usual high standard: that is all that can fairly be said. When times are normal and we have statistics covering a series of years and a large number of schools, we may be justified in comparing the examination results of girls in the two types of schools and in drawing conclusions. Perhaps there will then be no conclusions to draw.

THE proposal of the Bishop of London's Commission (April, 1920) to demolish nineteen City churches aroused the serious attention of the London

The Condemned City Churches.

County Council. They instructed their clerk and their architect to inquire into the matter and report. The results of their joint investigations lie before us in a most interesting and instructive pamphlet (L.C.C. Publications, No. 2,046, P. S. King & Son, 3s. 6d.). They survey the history of the City churches as a whole since the Great Fire, and they give a summary of the record of each of the nineteen condemned edifices. Their report is prefaced by an illuminating plan of ecclesiastical London, and it is adorned by twenty-four excellent full-page plates. It is curious to find the secular authority pleading for mercy on behalf of churches doomed to destruction by an episcopal commission. The explanation, however, is not far to seek. The Bishop wants money which the sites of the churches would bring to him in large quantities: land in the neighbourhood of the Bank has recently been selling at £130 per square foot. The L.C.C. wish to preserve the monuments of historic antiquity in so far as they can do so without expense to themselves. They will probably find, however, that, if they wish to save the churches, they will have to be prepared to assist in maintaining them as archæological relics.

IT appears from this report that at the time of the Fire in A.D. 1666 there were 107 City churches. Of these, eighty-six were burnt down. Only fifty-one of

Historical Associations.

them were rebuilt; so that when the work of restoration was complete there were seventy-two churches in all. During the eighteenth and nineteenth centuries twenty-three of the seventy-two were demolished, leaving at the present time but forty-nine. It is proposed to sweep away nineteen more, thus reducing the number to thirty. Many of the condemned nineteen are churches of great architectural and historic interest. No fewer than twelve of them are the work of Sir Christopher Wren. All of them have associations with men of note. For example, Pearson's famous "Exposition of the Creed" was first propounded in St. Clement, Eastcheap, and Purcell was organist there; Cardinal Morton was at one time rector of St. Dunstan-in-the-East, while St. Dunstan-in-the-West echoed to the voice of William Tyndale; Miles Coverdale was for some years incumbent of St. Magnus the Martyr, within whose walls his bones repose; Milton

was married at the church of St. Mary, Aldermanbury, and Judge Jeffreys, a parishioner, was ultimately buried there; Edward Young, author of "Night Thoughts," was married in St. Mary-at-Hill; Robert Herrick was baptized in the church of St. Vedast. Such are some of the links with the past that seem likely to be broken. There can be no doubt that the demolition of these churches would be a grave loss to the architectural treasures of the City, and a serious diminution of its amenities. It may well be that the migration of the population has made it unnecessary to maintain these venerable buildings as places of worship. It is nevertheless earnestly to be hoped that the City Corporation and the County Council may combine to preserve them as monuments and memorials.

IN a report of the Special Schools Sub-Committee of the City of Birmingham Education Committee, there is an interesting account of an experiment to provide a Summer School for defective children.

A Holiday School.

A house was taken for three months at Barmouth, and batches of twenty children were drafted there at fortnightly intervals. The school appears to have been admirably and sympathetically organized, and it is reassuring to know that the time-table was of an elastic character. It would not have been an educational calamity if, during the fortnight, the unfortunate children had been taught only to enjoy themselves. We are glad to be told "that the happy, home-like feeling of the house was a revelation to many children, while the beauty of the country will be an inspiring memory." It is also gratifying to know that the children increased considerably in weight. One group gained an average of two and three-quarter pounds in a fortnight; the two highest individual records being over five pounds each. "The improvement in the general physical condition of the children was most remarkable; even those groups which had indifferent weather returned looking fresh and healthy, while hair and eyes seemed to have caught on a new light." The total cost of the twelve weeks was £417, the voluntary contributions of parents amounting to £62, leaving the net cost at £355, an average of £5 for each child. This expenditure was, we have no doubt, a good investment.

SINCE 1913-14 there has been a very considerable development of secondary education in the West

Secondary Education.

Riding of Yorkshire, the number of pupils having increased from 5,845 to 9,277. Including those who are attending schools in county boroughs, the total number of children receiving secondary education now represents 9.1 per thousand of the population. This is a high figure for an industrial area. The number of fee-paying pupils was 61.3 per cent. as compared with 53.7 per cent. in 1913-14. The report contains interesting graphs showing the ages of pupils in secondary schools and the length of their school life. Assuming a five years' course, pupils of the age of fifteen in a secondary school should represent about 20 per cent. of the enrolment. In the West Riding it is 9.3 per cent. The corresponding figure at the age of sixteen is 5.3 per cent. Regarding the duration of school life, 19 per cent. of the pupils remained for under two years and 21 per cent. under three years, and from that period the graph rapidly descends. It appears to be

demonstrated by these statistics that many of the pupils who find their way into secondary schools could be equally well, and less expensively, provided for in higher elementary schools. It would add to the value of the graphs and tables if a distinction was drawn between boys and girls and between "fee-paying" and "free" scholars.

IF day continuation schools for all young persons are to be established as a permanent development of educational reorganization, the co-operation of the employers, large or small, will be essential.

Employers and Education.

Under the Statute such co-operation is, within limits, compulsory. Whether, however, it should take the form of paying for a week of, say, thirty-six hours' work the same wage as would be paid for a week of forty-four hours is another question. It is one in which the man in the street is as much interested as the man who pays the wages. The public demand a reduction in the price of commodities; the price is regulated by the cost of production, which, in its turn, is largely determined by the wages of labour. It may be a sound policy economically, as it certainly should be socially, for young persons during working hours to be compelled to attend continuation schools; but if, while they do so, employers are to pay the trade union rate of wages, do not let us be under any illusion as to the ultimate destination of the impost. The burden will fall upon the consumer.

THIS reflection was provoked by the report of a Conference between representatives of the Kent Education Committee and a number of the larger employers of labour in that county, which the

In Kent.

Director of Education has been good enough to send us. The explanation of the provisions of the Act and the scheme of the Committee were doubtless both necessary and useful. It was, however, to the views of the employers that we turned with some anxiety. Fear was expressed by one of them that the enforcement of the Act would mean the exclusion from his works of all young persons between the ages of fourteen and sixteen years. Another regarded the question of the payment of wages to the young people while attending school as one which should receive careful consideration. Finally, a representative of the Central Committee of the Federation of British Industries announced that, on the question of school hours and payment in respect of time spent in school, the Federation would make a pronouncement in due course.

THE Board of Education have already very properly directed the attention of local education authorities to the injury and waste caused by so many secondary school pupils leaving school before they

Warwickshire.

are sixteen years of age, and have intimated that grants-in-aid of such pupils may be jeopardized. The Warwickshire Education Committee believe that the early withdrawal of pupils is mainly due to the attraction of high wages. It is also due, we think, to the fact that parents are encouraged to send their children to secondary schools without being made to realize the responsibility associated with the privilege. The Warwickshire Committee think that the trouble may to some extent be overcome by the award of maintenance grants, and that "it depends a good deal on the value of the education given

at the secondary schools." The effect of the Board's proposal, it is said, would be that some of the schools would lose half their grants, and would in consequence have to reduce their staff, with disastrous effects in the teaching. The value of the education given in a secondary school, from the point of view of the working-class parent, is measured by its results in improving wage-earning capacity. At the present time manual labour is highly paid and the reward likely to be obtained by boys and girls as the result of further educational attainment is largely speculative.

REGARDING the transfer of responsibilities for agricultural education to the new county committees for agriculture, the Director of Education for

Agricultural Education.

Worcestershire has prepared a return which will be of value to Local Education Authorities. Of fifty administrative counties, supplying information, half have decided to make no change, and the moiety is almost equally divided between those who have determined to transfer the whole or part of agricultural education to the new committee and those who have not, as yet, taken any action in the matter. With few exceptions, the authorities who do not favour transfer include the more important agricultural counties, such as Bedfordshire, Berkshire, Cambridge, Cheshire, Cumberland, Derby, Devon, Dorset, Durham, Gloucestershire, Hereford, Kent, Lancashire, Middlesex, Notts, Somerset, Stafford, and Warwick. As we have stated on a previous occasion, we are of opinion that it is a mistaken policy for any county area to have two executive bodies responsible for education. Any argument advanced for the separation of agriculture from the general service of education would be equally applicable to any other industry, such as engineering, shipbuilding, or mining. We regretted the transfer of responsibilities from the Board of Education to the then Board of Agriculture (which was entirely contrary to the spirit of the Board of Education Act of 1899) and we have seen no reason to modify our views. It is too late for the mistake to be repaired, but it is not too late to avoid some of its consequences.

SCHOLARSHIPS AND FREE PLACES IN SECONDARY SCHOOLS.*

THE Education Act of 1918 aims at "the establishment of a national system of public education available for all persons capable of profiting thereby," and it requires the local education authority in drawing up its scheme to make adequate provision that children and young persons should not be debarred from receiving the benefits of any form of education by which they are capable of profiting through inability to pay fees. The Committee, whose report lies before us, were appointed in October last, to make recommendations with the view of making higher education "more generally accessible and advantageous to all classes of the population."

The Committee open with a brief historical retrospect of the growth of the scholarship system. Beginning with private benefaction the work has now devolved on the new educational authorities. The result is that, whereas in 1895, the Royal Commission found the number of scholarships provided by local authorities and tenable at secondary schools was less

* "Report of the Departmental Committee on Scholarships and Free Places," pages vi + 82, Cmd. 968. Price 9d. net. (London: H.M. Stationery Office.)

than 2,500, that number had increased in 1906 to over 12,000, or including intending teachers to 23,500, and at the present day there are, in the grant-aided secondary schools, 53,460 scholars holding free places awarded by local authorities, 16,548 awarded by school governors, and 2,378 by other endowments, making a grand total of 72,386. The system is characteristically English, for it shows two different systems existing side by side in the same institution, education which is fee-paying and education which is free. But the widening channel of free secondary education, the abolition of secondary school fees in Sheffield, Bradford, Manchester, and for continuation schools everywhere, is proof positive that the greater accessibility of the secondary schools corresponds to a deep-seated national need, and this is at the same time a promise and a pledge of future national progress.

Indeed, if the nation had not felt that it was worth while, it would have been impossible to make the system work. It is really a national system worked partly by local authorities and partly by independent schools and between the three partners, the Board, the local authorities, and the independent schools, there is very imperfect co-ordination. Consequently, grave defects have discovered themselves in the present arrangements. The free place is only a free place, and many homes cannot face the cost of maintaining the child and providing books, and all the other etceteras of higher education, until sixteen years of age. The financial burden on the independent schools is also a serious matter, especially in view of the increased expenditure on salaries. Further, where the authority holds one examination for selection, and various independent schools in the same area hold their separate examinations, anomalies are bound to occur, and pupils will be accepted at one school who are of less ability than those accepted at another. Lastly, a "free placer" whose parents migrate to another part of the country more likely than not fails to secure a free place at his new school, and, consequently, the promotion of the father often means that the son loses his chance, and, if his father is a Methodist Minister, the son often loses his chance without any financial benefit accruing to the parents.

This is the position to which the Committee address themselves. Starting from the assumption that the new Act "effects a revolution and looks forward to a new order," they set themselves to plan the broad highway along which the new order must advance. The free place arrangements can no longer be based on a limited percentage of school places, but must be based on the number of children "capable of profiting." How many are these? Assuming that 75 per cent. of the children are of this category, the nation would have to provide accommodation for upwards of 2,250,000 children; that is, even limiting the course to sixteen years of age. At the present time there are 300,000 in the grant-aided secondary schools of England and Wales. Such more than seven-fold expansion is clearly not feasible at the present time. Taking another line of assessment and assuming that the secondary schools should provide for 20 per 1,000 of the population, an estimate which is roughly double of the present figure in Wales, this would mean 720,000 children in secondary schools as against 300,000 at present. This is the number which the Committee adopt for the purposes of the immediate future, and, as the first step towards attaining it, recommend that the percentage of free places be increased from 25 to 40. In practice, this would give us a percentage of 50 per cent. of free-place holders in the schools, for experience proves that they tend to stay at school longer than other pupils.

Such an increase of free-place provision would give the death-blow to many old foundations and other independent schools. They have not the financial resources to cope with it. The Committee advise that the local authority shall undertake the whole financial responsibility for the free-place holders in their area. This would exactly reverse the present situation. As things are, the responsibility is the school's, and the authority helps the school to fulfil its obligation. Under the proposed scheme the financial responsibility is the authority's, and the school endowments will help them to discharge it. At the same time, other advantages would accrue.

There would be the one examination for the whole area; there would be uniformity of standard; the administration of maintenance grants would be in the same hands, the migration muddle could be more easily straightened out, the parents' liberty of choice could be safeguarded in the same way as at the entrance scholarship examinations of grouped colleges at Oxford or Cambridge, for each candidate in filling up his form would express his order of preference.

With regard to transfer from primary school to secondary, the Committee recommend eleven plus as the best age; by that age a child should have sufficient facility in reading and writing and sufficient concentration and logical power to enable the examiner to judge of his fitness. As to the method, the Committee, after considering the methods of nomination, school record, and psychological tests, express themselves as follows:—"No evidence we have heard has shaken our conviction that under existing conditions the advantages of a well conducted examination outbalance its occasional mistakes." That examination should have three parts. First should come a qualifying examination: all children of eleven plus in every public elementary school, unless ruled out by the lowness of their standard, should be examined by their own head teacher. Those attaining a certain percentage of marks should have a further examination of increased difficulty ("in arithmetic the questions should mainly take the form of problems"). Those who pick themselves out on this second part of the examination should be examined orally: "an average of fifteen minutes must be allowed for each candidate." This would furnish the main supply, but the Committee wisely provide for the exceptional case of illness, or retardation, or late development.

This portion of the report will challenge criticism. A minority, whose names command the greatest respect, demur to what they regard as the reintroduction of the discredited system of external examination in the elementary schools. "We hold strongly the view," say the dissentients, "that the ideal test for admission to a secondary school is the satisfactory completion of the normal course in the primary school." And it does seem more than likely that within a few years the primary course may end for all at the age of twelve, and each child may pass on to some after course of one kind or another, for not less than another three years' course.

The Committee have also come to the conclusion that, though it is not feasible at present, the balance of advantage is on the side of free secondary education, and recommend this as "a prospective policy." Only one member of the Committee, Sir Mark Collet, records his dissent from this conclusion. They recommend further that there should be a great increase of maintenance allowances, increasing in amount from year to year, not calculated as an equivalent to possible earnings, but sufficient to feed and clothe the school child and enable him to take his full part in school activities. The parent should make some sacrifice, for no scheme, however generous, will succeed unless the home is convinced that education is worth while for its own sake, not because of the increased pay which educated people can command, but because education adds value and significance to life, both individual and collective. "Civilization," say the Committee, and their words are worth noting, "seems to suffer at the present time from a lack of the broad and humanizing ideas that form the basis of enlightened citizenship. We do not see where those ideas can be sown, or how they can develop to vigorous life, unless the greatest possible number of the intelligent children of the nation, whatever their means, secure liberal education during the period when their minds are most open to the influence of high and generous ideals and are most powerfully affected by them."

THE FRENCH INSTITUTE.—Popular lectures in French, open free to the public, are being given at the French Institute, 1-7 Cromwell Gardens, Kensington, S.W., on Thursday evenings at 6.15 p.m., and on Saturday afternoons at 3 p.m. Copies of the Syllabus can be obtained on application to the Secretary.

SECONDARY EDUCATION IN WALES.

By Prof. WILLIAM PHILLIPS,

Professor of Education, University College, Cardiff.

AS is pointed out in another part of this issue, the President of the Board of Education in July, 1919, appointed a committee of eleven to inquire into the organization of secondary education in Wales and to advise how it might be consolidated and co-ordinated with other branches of education with a view to the establishment of a national system of public education in Wales. The committee, of which the Hon. W. N. Bruce was chairman, have just issued a carefully considered, moderately expressed, and enlightening report.*

The report deals with most of the topics that now demand the attention of those educationists who are responsible for secondary education and especially for finding the best method of making the right kind of provision for educating the large number of pupils who will in future leave school not at thirteen or fourteen, but at sixteen. It deals also with one subject of less general, but yet vital importance, namely, school endowments. Readers who are interested in the legal and administrative aspects of this thorny subject should study Paragraphs 109 to 145. These no doubt reflect the opinions formed by the chairman during his long experience in the Charity Commission and at the Board of Education.

Special attention must be drawn to the way in which the report deals with the question of securing local management for the State-aided secondary school. At the present time, outside the county boroughs and the County of Radnor, all secondary schools in Wales, except those of the new municipal class, are governed on a dual system—namely, by the county education committee and the district governing body. The latter contains from twelve to twenty members. It varies a great deal in composition, the constant elements being representatives of the local education authority and of the elementary education authority. It is to be noted that in a substantial number of cases the county authority appoints less than a majority of the members. The apportionment of functions between the county and the district body is treated on a basis of equality of status rather than on a subordination of one body to the other. There is no question of delegation; the district body is given certain powers and functions to be exercised in independence of the county authority. Broadly, the county exercises certain functions which are, in the main, of common interest to all the schools, while the district bodies are responsible for local finance and for ordinary administration. The latter have a real control over the schools, including the power (exercised sometimes without consultation with the larger authority) of appointing and dismissing head teachers.

On account of difficulties that have arisen in certain districts in connexion with the maintenance of the secondary school, opinion has become fairly unanimous that the time has arrived for a thorough reorganization of the financial relations between the county and district committees. Must this entail the curtailment, and even the abrogation, of the other powers of the local governors? The matter produced greater difference of opinion than any other branch of the Committee's inquiry. The representatives of the large county of Monmouth, for example, were for the absolute sovereignty of the county. Glamorgan, on the other hand, insisted on the least possible interference with existing local rights. But the teaching profession were, in the main, strongly on the side of the local bodies. "On the whole both sides agreed," so runs the report, "in thinking that local bodies were the best instrument for stimulating and organizing local interest in the schools, and that no county authority could afford to dispense with them altogether." They must, however, exercise considerable powers; otherwise the most useful people will not care to serve on them. The report adds that "it is undoubtedly

a serious matter to call upon the local governors of intermediate schools, who have exercised independent functions of great importance for the past twenty-five years, to surrender those functions, and even to give up their very right to exist at all." It therefore recommends making the establishment of local bodies a statutory duty of the education authority, but leaving the authority discretion as to the functions to be exercised by them.

But the consideration of the best means for arousing local interest in the work of the secondary schools and enlisting the services of the best men in each district in governing them, has led the committee to a wider problem—namely, that of the delegation by the county education authority to the local bodies of more important duties than are at present even entrusted to the latter in many parts of the country, and that they shall include oversight of elementary and other schools. It is well known that the scope of the work which many groups of elementary-school managers are permitted to exercise is so narrow as not to make it worth while for some of our best men to take part in it. However great the advantages conferred on popular education by the Education Act, 1902, may have been, it brought about in most districts one blighting result: it weakened the general interest taken in the primary schools. The larger school boards did, in the main, attract many men and women who were well qualified and anxious to develop the schools of their locality. Under the present system, however, the control of education has in large towns and counties fallen into the hands of a small number of even the education committee: as for the majority of borough and county councillors, they are far too much occupied with other details of their public duties to give any adequate attention to education. It has been the earnest hope of educationists that some method might be found by which the work of managing the elementary schools should be decentralized, and handed over to committees composed of men specially interested in this branch of public work, who would be made responsible for administering it in a fairly large section of their town or county, while leaving the ultimate financial responsibility in the hands of the parent council.

The committee say that their consideration of the constitution and functions of local governors of secondary schools has been complicated by the desire expressed by the witnesses that these bodies should not be constituted for that purpose only, but should also undertake certain functions with regard to other grades of education.

There are signs of a general movement in this direction throughout Wales, but in Glamorgan the local authority have already worked out and published a plan which they are prepared to put into execution forthwith. In this plan the local body constituted under the County Intermediate scheme is accepted as it stands, and use would be made of a power in the scheme to add, with the consent of the local body and the Board of Education, a number of representatives of the county authority. This enlarged body would continue to act as the local governors of the intermediate school, but would also have delegated to them substantial powers of management over other secondary schools in their area, over continuation schools and technical and evening classes, and over public elementary schools. This is a bold and attractive plan which might obviously do much to break down the administrative walls by which fragments of education are secluded.

NORTH OF ENGLAND CONFERENCE.—Full particulars of this conference, which is to be held on January 6-8 next at Sheffield, are now available, and may be obtained from the joint honorary secretaries, Education Office, Leopold Street, Sheffield. Mr. Fisher hopes to be able to give the inaugural address, and this will be followed by a paper on "Education and Leisure" by Sir William Hadow. At the sectional meetings on January 7 and 8 a great variety of subjects will be dealt with, including the teaching of Latin, geography, music, handwork, and art, the finance of education, technical education, day continuation schools, and physical education. A very representative body of experts will deliver addresses and open discussions, and the meetings promise to be very useful and successful.

* It can be had from H.M. Stationery Office, 1s., Cmd. 967.

PERSONAL PARAGRAPHS.

IT is understood that Mr. A. C. Coffin, whose resignation as Director of Education for Bradford is to take effect at the end of the year, has been offered an important Government post. Mr. Coffin, who is a native of Dorchester, was educated privately and at University College, London, obtaining his B.A. degree in 1889. After some nine years' service in elementary and higher-grade schools under the late London School Board, he became principal of the "Normal" Department of the Technical and University Extension College, Colchester, and seven years later he accepted the position of Director of Education for Darlington, a post which he relinquished in 1906 to go to Newcastle-on-Tyne as Education Secretary. He was appointed Director of Education at Bradford in 1911, and under his capable organization Bradford has been the pioneer area in many developments in education. His resignation at a time when far-reaching schemes have been launched will be deeply regretted.

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THE REV. E. C. CROSSE, D.S.O., M.C., late assistant master at Marlborough College, Wilts, has been appointed head master to Christ's College Grammar School, Christchurch, New Zealand.

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MANY pleasurable memories are recalled by the news of the retirement of Prof. Mark R. Wright, the first principal of the day training department of Armstrong College, Newcastle-on-Tyne. Previously head master of the Gateshead Higher Grade School, he opened the Normal Department at Armstrong College in 1890 with twenty-one students; to-day over 250 students are in attendance, many of whom are taking three or four year degree courses. Of late years Prof. Wright has been largely instrumental in the organization of the successful Old Students' Union of students and staff of the College Education Department. Although he will retain his membership of the Gateshead Education Committee, his retirement is a great loss to educational activities in the North.

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HISTORICAL students will regret to learn that Mr. R. L. Poole has retired from the editorship of the *English Historical Review*, with which he has been associated since its foundation in 1885. His successor, Mr. G. N. Clark, Fellow of Oriel College and late Fellow of All Souls College, Oxford, has been assistant editor for the past twelve months. The first editor, Prof. Creighton, resigned on his appointment to the Bishopric of Peterborough in 1891, and was followed by Prof. S. R. Gardiner, who held the post until the beginning of 1901. In 1895 Mr. Poole became joint editor with Prof. Gardiner, and from 1901 he assumed sole charge of the *Review*.

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THE REV. HERBERT MORGAN has been appointed by the Council of Aberystwyth University College to be Director of Extra-mural Studies in the area served by the College. Mr. Morgan is well known in the public and social life of Wales, and it is confidently anticipated that his appointment will advance the development of the university tutorial class movement in Central Wales.

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THE death of Dr. J. F. Bright, late Master of University College, Oxford, severs an honoured link with the days of the development of the Modern History School. The son of a famous physician, he was educated under Dr. Arnold at Rugby. He entered University College, Oxford, in 1851, and was placed in the First Class in the Law and Modern History School in 1854. Two years later he accepted the invitation of Dr.

Cotton to join the staff of Marlborough College, where he created and took charge of the modern side—the first experiment of the kind. Bright's ideal was the provision of a classical education based on the classics of French and German literature, with a background of history and some knowledge of natural science. First under Dr. Cotton and then under Dr. Bradley, he greatly influenced the development of the public-school system during his tenure as Head of the modern side for sixteen years. It was during this period that he began to write his well known "History of England." In 1870 Dr. Bright followed Dr. Bradley to Oxford and became Modern History Tutor and Lecturer at University College. He was elected Fellow and Dean in 1874 and an Hon. Fellow of Balliol in 1878, and in 1881, when Dr. Bradley became Dean of Westminster, Dr. Bright succeeded him as Master of University. Dr. Bright was an inspiring teacher, who will be long remembered by a host of Oxford men for his breadth of treatment, his lucid presentation of facts and principles, and for his kindly and sympathetic manner.

* * *

THE death is announced of Mr. F. E. Battersby, Head Master of the Newport High School for Boys since 1905. Educated at Preston Grammar School, Mr. Battersby entered Queens' College, Cambridge, with an open Mathematical Scholarship in 1891, graduated B.A. in 1894 as a Senior Optime, and proceeded to the M.A. in 1898. Appointed on the staff of Heath Mount School, he subsequently became head master. Later he gave service at Hereford County School, and accepted a mastership at Newport in 1896.

* * *

THE death is reported of Dr. Percival Henderson, Deputy Director of Education for Liverpool. Dr. Henderson was appointed to this position only last May, after holding the post of Chief Inspector of Schools under the same authority. He was formerly an Inspector of Schools under the London County Council.

* * *

CAPTAIN F. MORROW, M.C., Head Master of the Windsor County Boys' School, is resigning his position at the end of the term to take up an appointment in the Army Educational Department. An old pupil of Pococke College, Kilkenny, Captain Morrow graduated B.A. (N.U.I.), with honours in history, English language, and jurisprudence in 1908. He has had teaching experience at the Royal Latin School, Bucks, Maidenhead Modern School, Aberdeen College School, Newtown Intermediate School, and, previously to his appointment to the headship of Windsor County School, was a member of the assistant staff. He is the author of several books on geography for school use and a designer of geographical apparatus.

* * *

MANY old friends will learn with regret of the death of Miss Fanny Franks on October 20. She had retired from active work for many years, but she was well known to the older members of the teaching profession as an original thinker, a pioneer in the kindergarten movement from the "seventies," and an enthusiast in all that concerned the education of young children. She was one of the original members of the Froebel Society and served on its council, and on the board of governors of the National Froebel Union, for many years. In 1876 she opened a training school for kindergarten teachers in Camden Road, afterwards transferred to Weymouth Street, Portland Place, and in 1885 to York Place, Baker Street, where the greater part of her work was done. There many interesting educational experiments were carried out, notably those of Mr. Ebenezer Cooke, in the teaching of drawing and nature study. Many generations of students trained by Miss Franks owe her a great debt of gratitude for her large-hearted views on the meaning of education and for her personal help and kindly influence.

ONLOOKER.

TOPICS AND EVENTS.

GUILD OF EDUCATION AS NATIONAL SERVICE.—The object of the Guild is by public lectures to promote education as "service to the community," recognizing that the education of the individual to an individual sense of social responsibility is fundamental to all further progress in the civilization of society. The Halsey Training College, organized by the Guild, provides a new type of training which gives great freedom for individual work and interests. This is secured by a system of record books, essays, and theses, instead of examination, at the end of the year's course. Thus a student may specialize and concentrate on his own work, both in the course of reading and in the practical teaching or social work. The course of training in preparation for the new day continuation schools has been approved by the Board of Education, and the certificate qualifies the teacher for public appointments under the L.C.C. or other local authorities. Students who have trained at the Halsey College are holding posts as teachers in the new day continuation schools, in secondary schools, and in elementary schools. Other students obtained responsible work among adolescents in clubs. Of twenty-four students last year not more than two were doing the same course. The Guild seeks to find a large number of men and women of originality and personality willing to prepare themselves to meet the urgent need (especially for the continuation schools) of properly qualified teachers. That teaching is too often thought to be tedious and dull shows the importance of definite propaganda work on behalf of recent progress in education and the necessity for training. The present is a time of such rapid development in all departments of educative activities, so full of opportunity, that the work should attract many of those who desire a piece of the world's work to do that is worth doing.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN.—A Bulletin, published by the International Federation of University Women (1s. net, from the Secretary, 50 Russell Square, W.C.1), contains a report of the first International Conference, held in London last July. The addresses given by Viscount Grey, of Fallodon, and other speakers on the ideals and work of the Federation are printed in full, and it is interesting to note the emphasis laid by Lord Grey on the work which university men and women might do for the peace and civilization of the world. He dwells

especially on the excellent results of personal intercourse between the teachers and students of the universities of the world. It is to promote this needed intercourse, by means of exchange lectureships and endowment of scholarships, that the Federation has been formed. Subsequent sessions of the Conference were devoted to a consideration of systems of university education and the opportunities open to women in other countries. A useful summary of these reports is printed in the Bulletin. A report of a discussion on such topics as co-education, salaries, married women workers, and the proper reward of academic merit, illustrates the varied nature of the problems encountered by academically trained women in different parts of the world.

EDUCATION IN INDUSTRY AND COMMERCE.—Should an educational conference concentrate intensively on one outstanding topic of discussion, or should its programme include many diverse problems calculated to spread the interest more widely? The Association for the Advancement of Education in Industry and Commerce has on more than one occasion focused its attention almost entirely on continuation schools; it has also touched the fringe of adult education. Its recent autumn conference covered rather a broad field. Prevailing industrial conditions greatly reduced the attendance, but seemed, if anything, to enhance the earnestness of the speakers and the vigour of the discussions. In the opening address, Viscount Bryce indicated that those firms which institute definite schemes of education are, in a sense, the successors of the medieval skilled craftsmen who personally directed the training of their apprentices. On the other hand, the Vice-Chancellor of the University, when welcoming the conference, pointed to the newly instituted Degrees in Commerce as a possible goal for those whose education is being carried on literally "in industry and commerce." Closely interwoven questions were raised by three consecutive addresses: "The Administration of the Fisher Act so far as it is concerned with Industrial Work in Rural Areas" (Mr. W. A. Brockington); "The Operation of the Fisher Act so far as it concerns the Industries of Suburban Areas" (Mr. T. B. Wheeler); "Further Education within the larger Engineering Works" (Mr. R. G. Hosking, of the British Thomson-Houston Company). Dr. C. S. Myers opened a discussion on "The Use of Psychological Tests," with special reference to the use of such tests in business undertakings. Psychology is "in the air" at present: many per-

(Continued on page 788.)

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sons are honestly trying to apply it to commercial and industrial conditions, while many more are talking about it. Emphatically it is a matter for the trained expert rather than for the amateur. Experts are few in number, but Dr. Myers and those associated with him should be able to guide the progressive employer or employment manager who is seeking psychological help in his factory or business house. A joint discussion was opened by the reading of three papers, dealing respectively with "Education for Commerce" (Mr. T. S. Ratcliffe); "The Education of Engineers" (Principal H. Schofield); "The Place of Education in a Business House" (Mr. T. Knowles). After all, the last title may be said to embody the whole aims and objects of this association, which sets out to show that there is a place for education, broadly interpreted, in both industrial and commercial establishments. The next general meeting of the association will probably be held in Nottingham about June of next year.

HOW THE STATE HELPS WOMEN TO TAKE THEIR PLACE.—When the authorities controlling the National Relief Fund allocated £500,000 to the Central Committee on Women's Training and Employment, they financed a scheme which is enabling women whose positions have been injuriously affected by the war to fit themselves for self support. Some women are studying law and medicine; others want to be dentists, midwives, artists, teachers, housekeepers, journalists, secretaries, &c. All have applied to the General Committee for monetary aid for their maintenance during training, and have been assisted according to their different circumstances. There must be many other women to whom such help would be welcome, but who do not know how to proceed in order to get it. At any Employment Exchange they will find application forms with instructions. The committee are empowered to give financial assistance for the purpose of training only to women whose earning capacity or opportunities have been injuriously affected as the result of conditions arising out of the war. They include, for example, women who, owing to changed family circumstances due to the war, found their training interrupted by the necessity of becoming wage earners; women who were dependent on relatives who have been killed or disabled in the war, and are without qualifications to enable them to obtain situations; women and girls who find their parents no longer able, owing to the war, to pay for their training.

ROYAL COLONIAL INSTITUTE ESSAY COMPETITIONS.—The Council of the Royal Colonial Institute, with a view of encouraging the progress of imperial studies in the schools of the Empire, have decided to award in 1921 medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools in the British Empire. The essays will be adjudicated upon in three classes:—Essays submitted by candidates (a) of sixteen years of age or over on July 31, 1921; (b) above the age of fourteen and under sixteen; (c) under the age of fourteen. The competitions are open to pupils of any school in the British Empire, and to the children of British subjects who are pupils at schools outside the British Empire. The length of the essays must not exceed 3,000 words in (a), or 2,000 words in (b), or 1,000 words in (c). The prizes will be awarded by the Council after consideration of the report of the appointed examiners. Essays must reach the Institute not later than July 31, 1921. The prizes and medals to be awarded will be: (a) First Prize, the Silver Medal of the Royal Colonial Institute, together with suitably inscribed books to the value of three guineas; Second Prize, suitably inscribed books to the value of two guineas. (b) First Prize, the Bronze Medal of the Royal Colonial Institute, with suitably inscribed books to the value of two guineas; Second Prize, suitably inscribed books to the value of one and a half guineas. (c) First Prize, the Bronze Medal of the Royal Colonial Institute, with suitably inscribed books to the value of one and a half guineas; Second Prize, suitably inscribed books to the value of one guinea. The subjects prescribed are: (a) "Discuss the Effects of the Great War (1914-18) on the British Empire"; (b) "Compare the Lives of Drake and Raleigh and the Results of their Work as Empire Builders"; (c) "Which Part of the British Empire would you prefer to live in, and why?" Full particulars can be obtained from the Secretary at the Institute, Northumberland Avenue, W.C.2.

PLAY COMPETITION.—The Governors of the Central School of Speech Training offer a prize of £25 for a Three Act Modern Comedy, suitable for production in London at a special performance, and written by an undergraduate student of the London University, or a student of one of its affiliated schools. The reading committee will include Mr. W. L. Courtney, Mr. E. A. Baughan, Mr. Otho Stuart, Miss Elsie Fogerty, Mr. Dion Titheradge, and Mrs. Robert Foot. Full particulars may be obtained

(Continued on page 790.)

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CONGRESS OF UNIVERSITIES.—The first Congress of Universities of the Empire was held in London in 1912, when all, to the number of fifty-three, were represented. The Universities Bureau was an outcome of this Congress, and to it was entrusted the summoning of future Congresses at intervals of five years. In 1917 this intention was frustrated by the war. It has now been arranged that the second Congress shall be held next summer. Dr. Alex. Hill, who took over the organization of the first Congress after the death of Dr. R. D. Roberts, and has acted as Secretary to the Bureau since its institution, is engaged in its promotion. The number of universities in the Empire has now increased to fifty-eight, and all, it is anticipated, will make a point of sending delegates to this great Council on Higher Education. The University of Oxford has invited all members of the Congress to be its guests from July 5 to July 8. The Chancellor of the University, Lord Curzon, will preside over the morning session on July 5, and Mr. A. J. Balfour, Chancellor of the University of Cambridge, will preside in the afternoon. On the preceding day the Congress will assemble in London for certain ceremonial functions and entertainments, of which the programme will be announced at a later date.

PRIMARY SCHOOL NOTES.

Teachers and the Burnham Report.

THE acceptance of the Burnham Second Report by the National Union of Teachers marks an important stage in the national development of fixing wage standards by negotiation. There is no reason to doubt that teachers as a class are strongly opposed to the familiar weapons of the strike and direct action, and that many of them have voted against their personal inclination in order that a national lead might be given to the movement in favour of an effective system of joint wages boards. The votes in favour of the Report numbered 64,982, while 37,547 were cast against it. Not one of those who advocated its acceptance gave it whole-hearted support, but the case for acceptance was thoroughly organized, while the opposition was conspicuous mainly for the inability of its spokesmen to develop the significant lines of criticism. In the opinion of representative teachers there was a volume of hostile opinion at the Conference deep enough to carry the rejection of the Report. The rural representatives were favourably influenced by the view expressed from the platform that the new Standard Scale I would closely approximate to, if it did not coincide with, Scale II, while members from industrial areas endorsed the opinion that areas which could prove the existence of economic conditions similar to those prevailing in the metropolitan zone could justly claim the adoption of Scale IV.

The Results of Acceptance.

THE immediate results of the decision will be to free education authorities and the National Union of Teachers from further anxiety with regard to salary questions in so far as the discussion of a national scale is concerned. The new problem will be manifold—to secure a contented teaching service under conditions which prescribe three varying rates of payment, or possibly four, for the performance of similar duties in adjacent areas. That the industrial districts throughout the country will promptly claim Scale IV as that appropriate to their economic conditions is certain. That they will not obtain it is almost equally certain. The existing movement of young teachers to the service of education authorities which have adopted the highest scale will develop naturally; and in due course, when their most enterprising servants have left them, the authorities will be forced to adopt Scale IV, or approximations to it, in order to recuperate their depleted staffs. For many years London has been avoided by provincial teachers, owing to the low salaries which have prevailed. Under the terms of the Burnham Report, London promises to resume its former distinction of being the teachers' Mecca; and the rural and industrial areas have every prospect of regaining their renown as successful training grounds for the London teaching service.

(Continued on page 792.)

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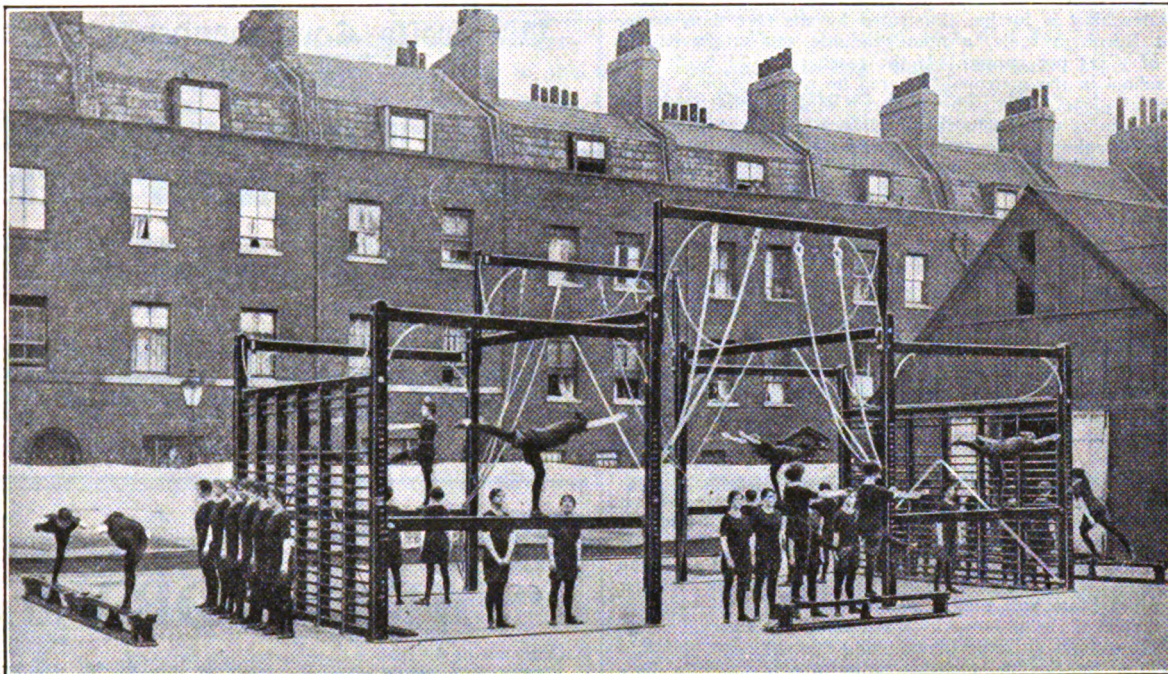
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THE most strenuous opposition to the Burnham scales has come from men teachers, who contend that the maxima in all grades are insufficient to maintain a decent standard of family life. They point out that, inasmuch as women dominate the profession in the proportion of three to one, acceptance has been secured by the overwhelming vote of women teachers. The feeling among representative men teachers is that the Burnham scales definitely exclude men from the primary teaching service upon economic grounds. Desperate efforts are being made in various districts by the newly formed Schoolmasters' Association to secure such economic adjustments as will relieve the position. But the opposed concentration of women who demand equal pay with men teachers effectually counters the inclination of education committees to make concessions to the latter. The modern system of preparation for the teaching profession includes the normal period of secondary-school life, and therefore equips candidates as well to enter the secondary as the primary branch of the service. It would appear that future recruitment to the secondary branches of the teaching service will be secured at the expense of the primary services. The handicap of primary teaching is further illustrated by the fact that, under the highest Burnham scale, a man graduate can attain only a maximum of £425 per annum. If the teacher should work in a secondary school in the metropolitan area he would enjoy a maximum salary of £550. The same influence would similarly attract the more ambitious women to the secondary schools. The operation of the Burnham scales may be expected, therefore, to improve substantially the supply of teachers to these schools.

Teachers and Marriage.

THE effect of the marriage of men teachers is usually to fix them permanently in the teaching service; in many cases marriage causes men to engage in evening school work. In the case of women teachers, marriage generally means resignation from the profession. The examination of the records of a well known training college for women teachers shows that, during a period of twenty years, 50 per cent. of the ex-students married and left the profession. The percentage of resignations among uncertificated teachers is probably higher, since many of them enter the profession only temporarily in view of their marriage in due course. During the period of the war considerable numbers of married women teachers returned to the schools; but the occasion was exceptional, and they are now gradually retiring into family life. It is difficult to ascertain the average professional life of women as compared with men teachers, but a limited inquiry suggests that it is approximately in the ratio of 1:2; so that, if the sum of £300 each be expended upon the training of a man and a woman teacher respectively, the State will secure an educational return twice as great in the case of the man as it would from the woman. This factor is likely to have an important bearing upon the consideration of men teachers' salaries by education committees in the immediate future.

Economy in Education.

THE suggestion of one of the parliamentary groups that the action of the new Education Act should be peremptorily stayed is arousing considerable opposition among all sections of the community. The movement in favour of higher education is now so pronounced that the danger of reaction is correspondingly lessened. Any suggestion that half-time labour at the age of twelve years, and full-time school exemption at the age of thirteen years, should be allowed to persist after the close of the present month, will be opposed to the utmost limit by all who have the welfare of children at heart. It is difficult, even on economic grounds, to advocate the continuance of a system which admittedly employs children to the exclusion of adult workers. The school medical returns prove conclusively that children cannot bear the strain of half-time labour without serious detriment to their health. On the other hand, there is need of wise internal economy in introducing reforms to the schools; there is reason to fear that full use is not being made of existing facilities in some areas. New centres are being set up which have no relation to a comprehensive scheme of education; and which, therefore, involve waste. Teachers are not being encouraged to formulate special schemes of work for pupils who will shortly remain at school for an additional year. Inspectors of the Board too often take up a merely critical or non-committal attitude, instead of encouraging every teacher who is eager to forge ahead. It is necessary for the Board of Education to realize promptly that the fine enthusiasm of its teachers, inspired by the ideals of the new Education Act, is becoming chilled. All the schemes in the world will be useless unless they enlist the active sympathies of the teachers. A direct call to them, accompanied by a reasonable degree of freedom to act, would do more to breathe the breath of life into the Act at this juncture than anything else.

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THE STUDY OF WORLD-HISTORY.

By OSCAR BROWNING.

[NOTE.—The venerable Mr. Oscar Browning has long been known as a pioneer in the advocacy of the study of World-History. Hence the following paper, written some years ago but never before published, is of great interest at the present moment when, owing to the work of Mr. H. G. Wells and others, the study of World-History is becoming popular. The first part of the paper appeared last month.]

II.

IF we are to begin our historical studies with the history of the world, let us take a brief survey of the procession of the ages as they pass before our view. We may begin conveniently with the year 6000 B.C. The earliest date known in the world's history is June 15, 4241 B.C., the day on which the reformed Sun Calendar, taking the place of the Moon Calendar which preceded it, was introduced into Lower Egypt. The events of the many thousand years which were governed by the Moon Calendar are imperfectly known to us. Of the origin of mankind we know nothing except that there was no Golden Age. Man, whether descended from beasts or not, lived at the beginning very like a beast, and only by slow degrees did he attain to those characteristics which are now regarded as essential to humanity. China need not detain us long in our general view. It has a civilization apart, well worth our study, but self-contained and influencing but little the portion of the world with which we are most concerned. India is intensely interesting, but should be treated separately until it becomes connected with the history of Europe. Our attention should be first directed to the Babylonians and Assyrians, our knowledge of whom will be increased every year by new discoveries. The earliest Babylonians were the Sumerians, a Mongolian race, who reached a very high civilization at a very early period, their records going back to 6,000 years before the birth of Christ. To them we owe the

science of numbers and of astronomy, the practice of agriculture and of commerce and of private law; all of these developed to an extent hardly credible, and it is possible that to them rather than the Jews we owe the beginnings of religion, the worship of an all good, all wise, and all knowing God. It is not without reason that the Garden of Eden, the spot in which a man first came face to face with his Maker, is placed in the valleys of the Tigris and the Euphrates.

The Egyptians occupy a large place in general history from the abundance of their records, but they are intrinsically less interesting than other people. They were hide-bound in formulas; they borrowed much, but created little, and it is difficult to understand why the Greeks turned to Egypt for enlightenment as the best minds of Europe turned to France before the Revolution, to Germany at a later period, and as perhaps some day they may turn to England. The Phoenicians demand our attention as the merchants of the world, doing for civilization all that commerce could alone do without government and without faith. They were crushed, whether for good or for evil, by the higher political sense and deeper spirituality of Rome. The Jews had better be studied by themselves: a nation penetrated by a self-consciousness and a belief in themselves, which secured them in ancient times against extinction, and secures them now a commanding position in the councils of the world. In 780 B.C. Deioces the Mede founded his capital, Ecbatana, and in 553 B.C. Cyrus the Persian overthrew the Median Empire. The mighty Persian Empire deserves our careful study, which it has not generally received, chiefly from the attention we have bestowed on its rival, the Greeks.

We have now reached the Greeks—the most highly endowed, the most intellectual people, of whom we have any cognizance: foremost in every effort which can dignify or adorn humanity, supreme in everything except in the arts of government, and supreme in the criticism of those arts. Greek sculpture is the high-water mark of all plastic art; Greek poetry is the model of poetry for all time. Greek philosophy has never been surpassed in form, and rarely equalled in depth; while the language in which these thoughts are enshrined is the most perfect instrument which the human mind has ever produced for the expression of its ideas. May the study of this incomparable tongue never cease to be an essential part of our higher education! The material powers of Greece fell before Rome, but Greece not only captivated her conqueror, but she has captivated since every nation which has had the good sense to seek her influence. "*Vos exemplaria Graeca nocturna versate manu versate diurna*"—the perfect forms of Greek creative might study by day and meditate by night.

Rome is pre-eminently the embodiment of law and government. The Greeks revered law, but as something apart from themselves; to the Roman, law was the marrow of his bones. Hence Rome gave to the modern world the backbone, the iron framework, which is necessary for strength and persistence. The history of Rome is a most attractive study, if it be prosecuted with intelligence: not in dreamy fables, or in doubtful examples of courage and self-devotion, but in the assured domain of constitutional history. Thus contemplated, the fabric of the Roman world rises like one of its own buildings, stone upon stone, course upon course, harmonious, majestic, and unassailable, till we reach the coping-stone. As Pericles concentrates in himself the quintessence of the Athenian spirit, Caesar is the embodiment of Rome, so perfect in his proportions that it needs a long familiarity to realize his greatness, as the Church of St. Peter at Rome seems small until you measure it by your own insignificance. Conceive what the history of this period means. A number of men living in the same town, intimately connected with each other in their friendships, occupations, and family ties, grasp the destinies of the world in their hands, and, having moulded them, throw them down to retain for ever the shape they have given them. Caesar, Pompey, Crassus, Cicero, Mark Antony, Augustus, were men of like passions with ourselves, and of lives not abnormally extended, yet the world is even now feeling the effects of their strife and of their passions, the strength and weakness of their characters, of their loves and hates. Was there ever such an

epoch, and can there ever be again? It is this which makes the correspondence of Cicero of incomparable interest.

The Roman Empire, growing naturally out of the Republic, and shaped by the genius of Caesar and Augustus, finally embraced the whole world. The "*Orbis veteribus notus*"—the "World known to the Ancients"—is conterminous, or nearly so, with the limits of the Roman Empire. Then comes the great catastrophe which we call, rather absurdly, the "invasion of the Barbarians," known to the Germans as the *Völkerwanderung*, the wandering of the peoples—the passage of flood after flood of Goths, Huns, and many other tribes, which swept over the face of the civilized world, and destroyed its fairest features. Was this good or bad? It is common to suppose that the later Roman Empire represented vice, and its assailants virtue; one the weakness of paganism, the other the strength of Christianity; that an effete civilization, fallen into senile decrepitude, was invigorated by the new blood of a young and healthy stock. I am not inclined to accept this view. Let us never glorify revolution. The fabric of Roman law and government existed after the coming of the Germans: indeed, it was the only law and government they knew. The Franks wielded the sceptre of the Roman sovereigns and lived in their institutions, as poor families will live in the halls of a deserted palace. It would have been better if the change could have been gradual: if the Huns had not crossed the Volga, if the infiltration which had been proceeding for years had still gone on, and if the Pagan world had gradually have become Christian. But these are idle speculations. Before this mighty change the voice of science is dumb, and an historian must confess that the most important events in the history of the world are referable to causes which the more they are studied the more they elude our grasp.

After this great destruction comes the gradual building up of a fairer edifice, and how full of interest to all who care for civilization is the history of those great men who brought order out of chaos, and by using the intellectual fire of the Greeks, the legal genius of Rome, and the new spirit of Christianity, by lives of devotion and self sacrifice, gradually created the modern world. Still, in tracing their influence in the West, we must not forget the Roman power which still lived on in Byzantium. Removed from Western influence, endowed with the least useful part of the Greek intellect, corrupted by Orientalism, she still preserved with a somewhat uncouth and clumsy majesty the palladium of order, and was the bulwark against the rude barbarians who have now covered those fair districts of the world with a layer of mud, and who for many centuries were kept by her at bay. The history of the Byzantine Empire deserves far more attention than it has received.

Foremost among these heroes is Charles the Great, the only ruler whose title has become part of his name; a distinction which he well deserves. The German Empire, which he founded in 800, survived in name for a thousand years, and in real power for six hundred. As you mark its vicissitudes you will see that after two hundred years, when the three Ottos had failed to place the supremacy of the Empire on a secure basis, the Church began to take its place as a civilization influence. The two hundred years which followed the year 1000, when many persons thought that the world would come suitably and gracefully to an end, was the period of the domination of the Church, and rendered notable by the Crusades. The domination of the Church was broken by the majestic personalities of the Emperors Frederick the First and Frederick the Second.

After the death of Frederick the Second we enter upon a new period, when Europe loses its continuity, when new States are formed which have to be studied separately, where it is difficult in the conflict of religions, races, and interests to find a clue to the labyrinth. Yet this period, if not the most instructive, is the most picturesque which the Middle Ages afford to us. The period of the Middle Ages is generally held to come to an end in 1492, the date of the discovery of America and of the expedition of Charles VIII into Italy, modern times being marked on the one side by the Reformation, on the other by the growth of classical studies called the

Renaissance. Across the gap strides Charles V, not so great as Augustus, or Charlemagne, or Napoleon, but important enough for attentive study. The period of modern history which we have now reached can, fortunately for us, be largely studied in biographies. Charles V leads us to Elizabeth, Elizabeth with a slight gap to Louis XIV, Louis XIV with another gap to Frederick the Great, Frederick the Great to Napoleon, Napoleon to Victoria, King Edward VII, and King George.

Such is the pageant of the ages, and surely any part of it is worthy of your attention, but in studying any part of it let it always be in reference to the whole. Read history for its own sake, with a sense that you are recalling events which really happened, not roaming in some misty cloudland in which light is dim, but in sunshine as bright as a midsummer day, glowing with warmth and colour like an Indian Durbar, and seeing the work not of phantoms or skeletons or mummies, but of living men and women with passions like our own, often with passions which I hope that few or none of us possess. Do not go for picturesqueness to the historical novel. No novel can be as fascinating as the events themselves, and no imagination can create incidents so startling or so absorbing as those which history records. Do not suppose that the chief end of history is to visualize past scenes. Those who witness events know little about their real significance. If we had seen the murder of Julius Caesar, as he lay pierced by the hands of his friends at the feet of Pompey's statue, or William the Conqueror, as he leapt ashore on the beach of Pevensey, we should have had little idea what these events would lead to or of the place which they occupy in the annals of the world.

I have tried to show that the object of the study of history is not to produce scholars, professors, or antiquarians, but statesmen, that is, men of the statesmen mind, who have the faculty of looking calmly and temperately at events as they pass, not over-elated by the enthusiasm of hope or depressed by the paralysis of despair. In a democratic country all should be statesmen in this sense, and I am told that in Scotland many are. There a labourer will leave his work to discuss with his landlord the vote that he has given in the House, and show that he knows as much about the matter as his master. To produce this capacity no force is so powerful as the study of history, and nothing is so likely to produce a calm and strong intelligence as a knowledge of the history of the world, or to save us from a danger which is always besetting us—the exaggerations of a Yellow Press. Nor is the effect of the study of history upon the character less important. If history teaches us nothing else it will at least show us how men's lives, short as they are, must be spent in increasing the sum of either happiness or misery in the world. Draw this lesson from it and let the guiding principle of our lives be such that whatever we do, great or small, trivial or important, should make the world better for our presence, and those who surround us happier for our association with them.

TRAINING IN CITIZENSHIP.

By G. D. DUNKERLEY and W. R. KINGHAM.

ONE by one important subjects, neglected in the past, are finding their rightful position in the school curriculum. It is little more than half a century since Herbert Spencer had solemnly to urge the claim of science as the most valuable of all studies; that claim needs little urging to-day. English literature, again, once relegated to the leisure hours of a child's day, is now a definite subject of instruction in schools. And the claims of European history were being recognized even before the war emphasized the general ignorance of events outside our shores. One does not contest the value of such subjects now; one merely seeks for an explanation as to why recognition of their value was so long deferred. That question arises with particular force in the case of a subject

which is still far from receiving its proper share of attention in the school world—Civics.

It is difficult to comprehend why boys and girls have been given more or less understanding of the natural world, but have been left to grow up with no understanding at all of the political and economic environment which shapes their lives. Is it because Englishmen are believed to be all born politicians? Is it supposed that boys and girls will learn about local and national government from the experienced citizens, their fathers? It is a poor kind of instruction that comes to most of them in this way. Knowledge of the form of administration reaches them by haphazard, imperfectly, and a just appreciation of the great and intricate organization of the national life comes, perhaps, to the majority not at all. Yet, since such appreciation is an essential part of the equipment of the competent citizen, we urge that national organization should be to some extent studied at school; we urge, indeed, the claims of civics, a branch of study which deals with this and kindred matters, to a place in the ordinary school curriculum.

The increased need to-day for a study of this subject is so obvious that it hardly calls for remark here. Many thinkers have no hesitation in asserting that selfishness displays itself far more openly to-day than in the past; the common good hardly appears in our calculations. However this may be, it will hardly be disputed that political life to-day is chaotic as never before. We may attach little value to the old, clear-cut party lines and the old, definite watchwords, but they did imply some definite theory of the State and of the duties of the citizen. Now they have almost disappeared. New parties arise on every hand. New cries perplex one. The constitution built up through so many centuries is itself challenged by some. It becomes all the more worth while, therefore, to give children, the citizens of to-morrow, a little insight into the fundamentals of political life.

The responsibility that rests upon teachers here, as elsewhere, is considerable. While parents, it is true, are actively engaged in politics, a comprehensive view of the political world will hardly come from them: it must be supplied at school. While, again, many parents are themselves the best of citizens, they do not, as a rule, put before their children the ideals of citizenship: and such exposition, ethical in itself, must be given at school. The development of character, therefore, which has always been accepted as a prime aim of the teacher, is seen in this aspect to involve the inculcation of the spirit of duty for duty's sake—the recognition of duty to others and to the community; and it includes, too, the fostering of a spirit of enthusiasm for one's duty. But "enthusiasm is not taught—it can only be caught"; and, if teachers are to be successful in urging disinterested service for the community, they must themselves feel keenly the paramount need of this.

In practice, it is an open question whether set lessons in civics should be introduced into the school curriculum. Some follow out the line of thought just indicated by maintaining that the spirit of citizenship should be found in all lessons, but no definite lessons in the subject given. Opportunity continually arises, they say, for presenting the point of view of the good citizen, as well as for discussing present-day problems, and the facts necessary to an understanding of these can be incidentally supplied. Others, while fully agreeing that, at every point in school life the ideal of disinterested service can be held up, yet maintain that a definite period should be allotted for instruction in civics. It has sometimes been assumed that the history lesson affords sufficient opportunity for a study of citizenship; but this is not very reasonable. The historical student may, on his way, acquire a good many facts as to the origin and development of present-day institutions; but this, at its best, is a kind of incomplete synthesis; it by no means gives him a complete view of the political world of to-day, of which an analysis is required. Such facts, again, are not, in historical studies, connected with one another, and tend to lack the interest they would possess if all joined together to represent the cosmos in which a child knows himself to be placed. And, further, in the lesson in history, more or less strictly understood, there is little place for consideration of the motives,

principles, and aims of the good citizen. History deals primarily with facts; here are questions involving discussion, theories, and demanding—dare we say it?—a certain didacticism on the part of the teacher.

A rough survey indicates that the need of instruction in civics is being increasingly recognized. For many years now some attention has been paid to it in elementary schools, and various handbooks have been issued. In the Scout movement, training towards citizenship is outlined in a comprehensive syllabus. Theory and practice, as usual in Scout work, go hand in hand, the qualities of the good citizens being developed not only by instruction, but as well by action. Thus, a boy receives training in leadership and responsibility by his work in a Scout patrol; the spirit of unselfishness inculcated in him shows itself in the good turns that he does; service for humanity shows itself in the efficiency with which, in cases of accident, he renders first aid. In a pregnant foot-note, General Baden-Powell says: "The sacrifice of time and pleasure, and the refusal of tips or reward of any kind, in preparing for and performing these duties, is an important point in the training. It is a first step in education towards self-sacrificing patriotism."

A number of secondary schools include civics as a separate subject in their curriculum: indeed, civics has found a place at once in the syllabuses drawn up for the day continuation schools now coming into existence all over the country. The treatment of the subject generally adopted is on simple lines; local and central government are explained; the relation of the individual citizen to each, and the question of the fitness of a person to perform a citizen's functions. In some schools a commendable effort is clearly made to reach fundamentals, "liberty and the consequent renunciation," and "the development of a spirit of law" occasionally figuring in the courses.

Nor is it only in the Scout movement that practical training is given. Self-government, an experiment in some schools to-day, is an experimental training, for one thing, in citizenship. The school is a microcosm of the world. In some schools there is a division of pupils into full citizens, disfranchised citizens, and the junior school, the full citizens alone having the right to vote in school elections. The prefects have large powers, extending even to corporal punishment. The particular point emphasized in some of these schemes is that the sanction behind the prefect's actions is not the power of the head master, but the public opinion of the school. And the school parliaments which have been established in other schools aim in the same way at developing in boys and girls a sense of the relationship to the corporate life of the school, their partial responsibility for its history, and at thus giving some preparation for citizenship of the wider world into which, as adults, they will enter.

Those who are actively interesting themselves in this subject may be glad to know of some of the steps that are being taken to secure for civics the prominence it deserves. The British Association last year appointed a strong committee on training in citizenship, under the chairmanship of Bishop Welldon. An interim report* has already been issued, and in it is included a syllabus of theoretical instruction which is to be expanded into an authorized textbook on civics. The Patriotic Conference Committee definitely exists to promote "continuous and progressive patriotic education by which all available influence may be brought to bear upon the youth of the country with a view to their becoming good patriotic and efficient citizens." The Catholic Social League has issued a valuable guide for social students. The Civic Education League organized recently a Summer School of Civics; and organizations similar in aim to this are the Citizen Studies Association, the Civic Education League, and the International Moral Education League. Finally, in the objects for which the Schools Personal Service Association has been formed lie the ideals, furtherance of which has been discussed in this article: "To educate boys and girls in such a way as will lead to the betterment of social relations and contribute to the solution of social

problems, and to develop in young people clear conceptions of social rights and duties."

CORRESPONDENCE.

A PEDAGOGUE'S COMPLAINT.

To the Editors of the Journal of Education and School World.

SIRS,—At the summer meeting of our Old Girls' Association I was talking to a former pupil, home from Oxford, and, after hearing of the delights of river picnics and unlimited reading, I asked, "What will you do when you leave college?" Her enthusiasm flickered out as she replied vaguely, "Oh, teach, I suppose." Evidently the prospect did not appeal to her, but she was living too much in the present to take her career seriously. Our talk was interrupted just then, or I might have suggested that she was quite unsuited to the life, and that her eager temperament would feel most keenly the disadvantages of the profession. Many girls drift into teaching as the easiest opening for university women, and it is a pity that experienced people are not more candid about the drawbacks of school work.

Of course, the position of women teachers is very different from what it was twenty years ago; it is less precarious than journalism or secretarial work, and the salaries compare favourably with those of other professions. The long holidays, too, offer tempting opportunities for travel and experiment.

On the other hand, teachers will declare that they *need* the long holidays, because their work means constant strain. If they teach whole-heartedly, they are giving out all the time; they are always using up their nervous force, and they have little energy left for other interests after school. One of their terms is far more fatiguing than three months' secretarial work, and this is partly because teaching cannot be dismissed when school is over. Preparation, corrections, and school functions claim most of the evenings, and debar the mistresses from sharing the normal life of other people.

Another cause of strain is the monotony of the life; week in, week out, the days are regulated by bells, and spent in going over ground that has been trodden hard by use. School teaching combines in a trying fashion the demands of mechanical and imaginative work. Method is even more needful than sympathy; but the very efficiency of the machine can be soul-destroying in its tedium. Of course, other professions have their rules, but they are all more subject to currents from the outer world. A secretary may open her employer's letters at a fixed hour every morning, but each post brings variety, and she has the constant stimulus of new situations. The lady almoner is always seeing fresh faces, and each day she has the privilege of helping to alleviate some hard case. Without making any special effort, many women workers are in the main stream of human affairs, but the teacher feels that she is in a backwater, and that to keep a broad outlook she must rely on her own keenness and general reading. She is like the gardening specialist, who is so fully occupied in the hothouses and potting-sheds that he cannot enjoy the careless plenty of the fields.

In Charles Lamb's essay on "The Old and New Schoolmaster," another privation is vividly set forth. Here is the gist of the schoolmaster's complaint: "We are surrounded by young and, consequently, ardently affectionate hearts, but we can never hope to share an atom of their affection." Nowadays many teachers would consider this an exaggeration, unfair both to themselves and their pupils; but the truth remains that, even under favourable conditions, the teacher does not see children in their most natural or charming moments. She has tantalizing glimpses of character without being able to know any of the children as they deserve to be known. She may long to do this, but there is something in the relationship which sets up a barrier. A girl of thirteen is spontaneous with her old nurse, but not with her class mistress, and the teacher she adores may have fewer glimpses of truth than those who are less favoured. The sudden fancies of childhood and the finer shades of adolescence are not called forth by school work. A mistress who is teaching a class of thirty, with examinations in the background, has to encourage concentration rather than spontaneity. To those who really care for children, the special hardship of school life is that one deals constantly with them without being able to set up an easy human relationship.

Another disadvantage of the profession is the social isolation it brings. The majority of teachers have to accept posts in places where they are strangers, and they often find that the only society open to them is that of other members of the staff. The residents of the town may not be unfriendly, but their social life is already a complex thing, depending on kinship, interest, and old ties. The

* Published by the British Association, Burlington House, price 2s.

high school mistress comes for a few years, perhaps; her nearest friends are elsewhere, and she is bound to remain an outsider. Thus she has no social life during the term, and gradually she loses touch with her own circle at home. To a woman who is keenly interested in other people, this is a real privation, and she sometimes feels that the narrowness of circumstances is cramping and starving her sympathies.

It is better to admit frankly that the drawbacks are very great, and that nothing makes up for them but a real love of teaching. Girls act unwisely when they go in for school work merely as a livelihood, for the honest intention of fulfilling a business contract is not enough. The conditions do not make for happiness, and only enthusiasm can transform them. Something akin to the missionary spirit is needed in school work, for its problems are so delicate and far-reaching that no other attitude of mind has the necessary firmness and patience. As time goes on, teaching becomes unbearably wearisome without this inner light; but a sense of vocation changes everything and bestows the long-sighted humour that is needed in all real work, and especially in what Ian Hay calls "the most richly rewarded profession in the world."

LOOK BEFORE YOU LEAP.

THE HYGIENE OF FOOD AND DRINK.

To the Editors of *The Journal of Education and School World*.

SIRS,—The Board of Education has recently issued a Syllabus of Lessons for Use in Schools, entitled "The Hygiene of Food and Drink" (H.M. Stationery Office, price 2d. net). It consists of four sections, devoted respectively to "The Use of Food and Drink," "Alcohol," "The Misuse and Abuse of Food and Its Results," and "The Misuse and Abuse of Alcohol," and, so far as it deals with alcohol, it is based on the conclusions of the Medical Advisory Committee on Alcohol of the Central Control Board (Liquor Traffic).

The preface of the Syllabus states that the Board of Education first issued a "Temperance" Syllabus in 1909, but it has not hitherto recommended that "Temperance" should be regarded as a separate and distinct subject of the curriculum. The Board, however, consider that, in view of the more important and comprehensive character of this syllabus, local education authorities should take such steps as are practicable to give it an appropriate place in the curriculum of the schools for which they are responsible, whether instruction is given by members of the ordinary school staff or by specially appointed teachers of hygiene.

The power of the teaching profession to impart principles of sound morality and good citizenship in the children entrusted to their care is immeasurable, their opportunities are unequalled, and their personal influence is beyond question enormous. Recognizing this, as we do, and being impressed by the need that the children of our land should receive wise and careful instruction on temperance during those years when their minds are most receptive, and in those helpful conditions which are not to be found elsewhere than in the schools, we venture to hope that members of the teaching profession will be everywhere willing even to add to their already onerous duties, in order that they may take their share in promoting that sobriety which we all so much desire to see established in this land.—Signed, on behalf of the Temperance Council of the Christian Churches of England and Wales,

Amberley House,
12 Norfolk Street, Strand, W.C.2.

H. H. CROYDON,
Chairman of the Council.

FOREIGN AND DOMINION NOTES.

FRANCE.

There is a voice abroad that the nations of Western Europe are decadent, are moribund, are building already their own funeral pyres. We close our ears to it. Nothing can effect the extinction of a nation except racial decay, and at least the Anglo-Saxon race, so we firmly believe, has not yet even reached its full vigour. But both France and England are passing through a period of enervating sloth. Now, as the French children were told in the manifesto read to them on August 2, 1919, to commemorate the entry of France into the Great War: "Un peuple qui s'endort ne se réveille plus. Il n'y a que les morts qui ont le droit de se reposer." Whence comes the tendency to doze? Mainly from the fact that shortened hours of labour and the early closing of shops too often leave young and old with much unprofitable leisure—leisure quickened by no sort

of physical or mental activity. The great need of France and of England is to turn this leisure to account. The adult must be taught—be it Spanish or shorthand, Dante or the Differential Calculus; in Japan men take their bald or grey heads to school gladly. The adolescent must be drawn to manly games (played, not watched), lectures, educative excursions, moving pictures instructive in aim, and to the stimulus of the continuation school. We commend this urgent matter to the immediate attention of Mr. Fisher. We have never attacked him; on the contrary, we feel thankful to him for much, and therefore give him a word of warning. The results of his reforms are to be "apparent a generation hence"; he finds it convenient to forget that one generation slips through his hands, and a new generation begins, every day. That is the vulnerable spot in the Siegfried of Whitehall; there Hagen will look to strike him. Meanwhile he is our leader, and we ask of him a trumpet blast to rouse the nation from its indolence.

Intellectual France is quite conscious of this need for excitation.

Consciousness of France. "La victoire est funeste à qui s'endort sur ses lauriers," cries one writer (*L'Education*, XII, 6), in the spirit of the manifesto just quoted. Another desiderates leaders capable of moving the mass, for: "Le jour où les êtres d'élite, hommes et femmes, descendront dans l'arène et parleront en maîtres aux foules qui gigotent dans les dancings ou qui se vautrent dans la paresse, ce jour-là nous entrerons dans les temps nouveaux dignes de la victoire que la France a gagnée" (*L'Ecole et la Vie*, IV, 4). Victory has no fruits that grow spontaneously; inertness has no joys and Schlaraffenland would be a dismal place of abode—which things all schoolmen should now be teaching with might and main.

The school has had hitherto a weakness, indicated in an article on "La formation professionnelle dans les Ecoles primaires supérieures," to which the *Revue pédagogique* (LXXVII, 10) gives prominence. Geography, history, literature, social and political economy, have remained generalities, without sufficient relation to calling. It is told that a young workman, having made acquaintance during a long illness with classical culture, killed himself; for the ideal of life revealed to him thus was in such contrast with his actual life that despair overwhelmed him. The ideal for the workman should be his own life transfigured; he should find in the books that he reads his vocation enlarged, its social significance extolled, and his milieu explained. The literature of work should fill a conspicuous place in instruction. Classical literature was contemptuous of the shopkeeper and the artisan; the nineteenth century recognized the heroism of the poor; the twentieth, with more precision, puts in honour *les gens de métier*, the labourers in any trade. The literature of work, already rich and varied, will become more so as it is realized that work is a dominant social fact in modern civilization. It will help to give that joy in work which is the highest form of wages, nor yet leave distaste for other and more delicate spiritual fare.

GERMANY.

Founded in 1905, the International Lehrerbureau served to link together various associations of teachers. Having suspended its activities during the war, it still awaits the restoration of industrial peace to resume them. Meanwhile Socialist teachers have founded a separate "Sozialistisch-Pädagogische Internationale," generated by Frenchmen and Italians at Bordeaux in August, 1920. Allies or constituents of this are the "Verband sozialistischer Lehrer und Lehrerinnen Deutschlands und Deutsch-Oesterreichs" and "La Centrale du personnel enseignant socialiste de Belgique," the seat of the former being at Neukölln (Berlin), whilst at Aschaffenburg is located a "Pedagogia ligo internacia," of uncertain relationship. In so far as such bodies have political aims they lie beyond our purview; nor is the classroom a fit place for political propaganda. But an internationalism of sentiment, resting on the sympathetic study of nation by nation, will make for peace and may begin in the school. It was a lack of sympathy that brought woe to the Germans: they studied their neighbours in order to deride them.

Of the German pedagogic world to-day dissidence is the chief characteristic, and the most notable cleavage is caused by religion. Abstaining from comment, we attempt to make the state of things as to this clear. The new German Constitution, it was before told, contemplates religious schools, denominational or omnidenominational, and purely secular schools (*weltliche Schulen*). The demand for secular schools seems to be growing in strength. From West Germany is reported a movement to obtain a number of such schools by April, 1921, at the latest (*Deutsche Lehrerzeitung*, XXXIII, 40). In Berlin, an assembly of 1,500 or 2,000 school children made a

demonstration in favour of the *weltliche Schule*, amid a multitude of admiring parents (*ib.*, 41). The *Leipziger Lehrerzeitung* (XXVII, 33) gives its front place to an article, "Um die weltliche Schule," the writer of which contends that the secular school will be neutral, and not hostile to religion, and that the *Volkschule* would be ruined if it were broken into a number of sectarian and non-sectarian establishments. *Vorwärts* (No. 237) publishes a manifesto of the Social Democratic Party in Greater Berlin urging that, under Prussian law, every child of thirteen has the right to decide for himself whether he will receive religious instruction or not; that in no case may such instruction be given to a child without the expressly declared wish of his parents or guardians; that the instruction must be imparted at the end of the day and for not more than two hours in the week; and that the injustice of compelling parents who refuse religion to pay for the teaching of it can only be remedied by the general adoption of the secular school. The best basis of moral education for children, says *Vorwärts*, is moral life in the social community; where a substitute for religion is sought, it may be found in *Religionskunde* (religion treated as a branch of knowledge) or *Sittenlehre* (ethics). It does not appear that either Reverence or Love is a considerable element in any modern German scheme of religious education. But there is an increasing tendency towards *religionsgeschichtlicher Unterricht*, the teaching of religion in its historical aspect. From October 1st this form of teaching was introduced into some of the Berlin schools. The scheme of it contemplates for *Sexta* (the lowest form) stories from the religious life of primitive peoples, and of the Greeks and old Germans; in *Quinta*, stories from the Old and the New Testament and from the Koran; *Quarta* reviews the ancient religions already studied; to *Untertertia* is assigned the history of Israel, with parallels drawn from Babylon and Egypt; then in the highest three classes there is a transition to philosophy, to questions of *Weltanschauung*, and to a consideration of the nature and truth of religion. To sum up, whilst many Germans still stand for the Christian school, the majority, as it seems, is made up of those who would either eject religion from the school or tolerate it there only as an emotionless *Wissenschaft*, a chapter of science.

With theology we have no more to do than with politics; yet we risk excommunication and say that, if German

Allerlei.

schools and English schools should teach it as a doctrine of religion that the pure life and the joyous life are one, they would be doing well, and not ill. We pass on and proffer some miscellaneous scraps of educational news. (i) On August 24 died Heinrich Wolgast, accounted a pedagogic leader. He held that religion, a factor in culture, belonged to history; that the Bible was to be treated side by side with German literature; and that scriptural stories had no higher claims in education than German *Märchen*.—(ii) In October the "Verband sozialistischer Lehrer und Lehrerinnen Deutschlands und Oesterreichs" decided to found a free Teachers' Trade Union.—(iii) At its recent session the "Bund entschiedener Schulreformer," or League of Radical School Reformers, demanded the *Produktionsschule*, the production school, a school in which productive work shall be combined with instruction and gymnastics.—(iv) The proposals of the Reichsschulkonferenz, or Imperial School Conference, on School Government (of which we have just received the full report) are to this effect: (a) For government by some person of authority is to be substituted *kollegiale Schulleitung*, or government by the teachers collectively; (b) at meetings of teachers the *Schulleiter*, or Conductor of the School, presides, but he is not the superior of the rest; (c) in supervising the internal affairs of the school, he is accountable to the whole body; each teacher is responsible for his own work; (d) the conductor of the school is chosen by those who maintain the school from a list of three submitted by the teachers; (e) his office is unpaid, but he receives a certain exemption from other duties.

UNITED STATES.

From the wearing of a uniform American soldiers are to get the joys and advantages of education. The *School*

Laeti phaleris omnes!

Review (XXVIII, 8) tells of what is being done for them. Enlistments in the Army have been going on since the close of the war, with the promise held out to the men that they shall receive in addition to military training an opportunity to learn a trade and to study some general subjects of the kind taught in academic institutions. Congress has made provision for instruction in the army schools. In addition, there are provided in the camps the quarters in which classes can be held and in which shops can be set up. There is a very unusual equipment for shops easily accessible in the remains of war-time mechanical appliances, tools, and materials. A central training school for teachers was held at Camp Grant during the summer.

To this training school came camp directors and teachers from all of the Army schools, whilst five hundred soldiers went to school as objects for model teaching. It is a noteworthy fact that many of those who enlist are illiterate or are unable to speak English; the camp removes their disabilities. For all the trained men there is work easy to be got at higher wages than they ever earned before or could have hoped to earn without the training.

The National Education Association has been reorganized. It is described by *The American Teacher* (IX, 6), the organ of the American Federation of Teachers, as "our national rival." The Federation continues to push the policy of allying teachers with Labour, and the American Federation of Labour urges "the affiliation of the teachers with the great democratic force of organized Labour, which was the pioneer in the agitation for tax-supported public schools in the United States in the first half of the last century, and has ever since proved the steadfast friend of public education." It is not an affiliation which, so far as England is concerned, we have found ourselves able to approve. The strength and influence of the American Federation of Teachers we have no means of estimating.

INDIA.

We are interested in Teachers' Guilds wherever they may be.

The Madras Teachers' Guild; and the Madras Act. The Conference of the Madras Teachers' Guild (the Report of which comes to us late), held last March, showed that the twenty-five-years old association was full of vigour. Resolutions were passed (1) That this Conference accepts the principles of the Madras Elementary Education Bill; (2) That this Conference requests the Government (i) that, in the interests of education, the status of teachers in secondary schools be improved by giving representation to them in the Senate and other representative bodies; (ii) that, in view of the increased cost of living, immediate substantial relief be given to teachers of all grades, and their scales of salaries be raised; (3) That this Conference is of opinion that the time is come for the Government to establish many more schools—elementary and secondary—for girls in this Presidency, and prays the authorities that they would come forward to take action in this behalf and offer liberal incentive to private benefactors who might be willing to co-operate; (4) That this Conference approves of the formation of a Board of Secondary and Intermediate Education on the lines indicated in the Calcutta University Commission Report. Of the Madras Education Bill (now become an Act) referred to in the first resolution, a main feature is the creation of District Educational Councils to invite and direct the co-operation of all agencies, public or private, engaged in providing elementary education, and to advise the Department of Education. The Act is permissive, and it is left to the discretion of local bodies whether or not they make elementary education compulsory in their areas.

NIGERIA.

The Annual Report of the Education Department, Colony and Southern Provinces, for 1919, laments that the work was hampered during the year by the continued shortage of European staff. Teachers are not well paid and the supply of them is inadequate. The demand for educated boys is larger than that which the schools can meet. But the attendance at Government and Assisted Schools has risen from 15,478 in 1915 to 21,777 in the year under review. We observe with amusement that Nigerian boys will in many instances leave school if they are not promoted to a higher class. That is one of the forms of "self-determination" which England is seeking to control through the action of obligatory continuation schools.

UNIVERSITIES AND SCHOOLS.

SCOTLAND.

The triennial election of Lord Rectors by the students of the universities and the ceremonies accompanying the official address of the successful candidates, which usually take place in the opening weeks of the new session, are the most picturesque happenings in Scottish academic life. This year there have been two addresses and one election. At Aberdeen, Lord Cowdray discoursed suggestively on

(Continued on page 802.)

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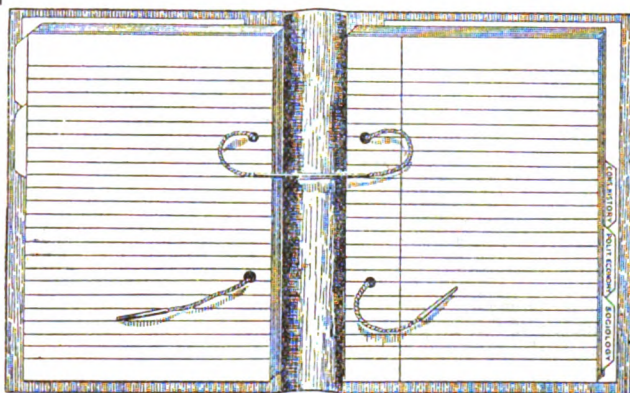
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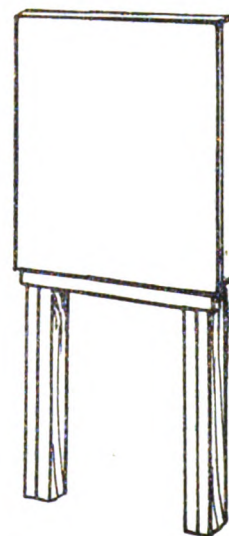
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"Labour: Its problems and the ideal wage," trying to evolve from his experience as a great employer a scheme for the reconciliation of the diverging interests of masters and men. Earl Beatty, as Lord Rector of Edinburgh University, with equal appropriateness, took as his subject "Sea Power," and revealed an historical and political insight worthy of his great achievements in the North Sea. Following close on Earl Beatty's address, at the very end of his tenure of office, came the election of Mr. Lloyd George as his successor with a very large majority over Prof. Gilbert Murray, his Liberal opponent. It is a curious fact that, while there have been a large number of Prime Ministers in the Rectorship of the universities, Mr. Lloyd George is the first to be elected during the occupancy of the Premiership.

Last year the number of students matriculating at the universities beat all previous records. This year there is a further increase. Edinburgh, in particular, shows an extraordinary enrolment. Last year there was a total of 4,643 students. Now there is a prospect of over 5,000 before the year is done. And with all this, hundreds of students in medicine and science have been turned away for lack of accommodation. It is rather a surprise to learn that this large influx of students has been adding to the financial embarrassments of the universities. It was generally believed that the plan of staffing these institutions with lecturers getting salaries from a fifth to a half of the ordinary professional salaries made the large classes a paying concern. But, according to the Vice-Chancellor, Sir Alfred Ewing, who presumably speaks for all the centres, this is not the case. It seems that the provision of laboratories and other practical facilities has caused such a serious drain on their funds that it has become necessary to consider the question of raising the fees. A conference of representatives from the four university courts, held at Perth, on November 6, for the discussion of this proposal, has recommended an increase of 50 per cent. on the fees for Arts and Science and an aggregate increase of from 33 to 50 per cent. in Medicine.

Sir D. M. Stevenson, one of Glasgow's wealthy socialists and a former Lord Provost, has intimated his desire to give Glasgow University £20,000 for the establishment of a university department for training in citizenship. He proposes that the gift should be used for the establishment of a Citizen's Fund Trust to create a lectureship or alternatively a chair of citizenship for the delivery of courses of public lectures, both in the University and in the city.

Both inside and outside Parliament the critics of the Education Act show a persistency in their attacks on the cost of education which, if turned against high prices elsewhere, might have some useful outcome. The constant repetition in certain newspapers of the charge that money is being "squandered" by the new education authorities has now been taken up by various members of Parliament, and Mr. Munro has been regularly beset with questions on the subject. The parliamentary questions for the most part are as discreditable as the newspaper campaign. The one substantial grievance on the score of inequity of rating—which applies to all the rates and not merely to those levied for education—is magnified far beyond its importance; and a comparatively few hard cases are constantly kept in evidence as if they were typical. The Secretary for Scotland is called on to note that the cost of the Act per scholar per annum in Hounam in 1918-19 was £8 and is now £18. 1s.; that in Gargunnoch it was £6 and is now £37. 17s. 6d.; that in Fenwick it was £1 and is now £16, and so on. The obvious moral, sometimes pointed by the questioner, is that the Act should be suspended or repealed. Mr. Munro meets all the questions firmly, sympathizes with those parishes hit by unequal rating, but declines to consider repeal in any form. It is difficult to believe that this parliamentary clamour is anything but stage thunder, for the edification of ignorant constituents. That is indicated by the conclusion reached by a meeting of Coalition M.P.s called to consider the rating problem. The common sense of these M.P.s is manifest in the published statement that a resolution "to the effect that the raising of the school age and the institution of continuation classes should be deferred until Parliament sanctions their being put into operation" was not pressed. Of course not! With one or two exceptions the Scottish members, irrespective of party, realize the importance of the Act too well to lend themselves to this base outcry.

Recognizing the growing feeling against the Education Act, Mr. Munro's Reply to the Critics. Munro has very wisely given a detailed answer to his critics at a meeting of Scottish M.P.s of all shades of opinion. The case, as he presented it, was strong; so strong, indeed, that it is difficult to believe that any reasonable person present remained unconvinced. His main contention was that, except for the cost of bringing the voluntary

schools into the national system and paying Catholic teachers like other teachers, there was not an item of any consequence in the increased expenditure of to-day which would not have had to be increased by the school boards had they continued in existence. Teachers' salaries, which accounted for an expenditure of four millions in 1918-19, were estimated to reach seven millions in the present year. But that increase was absolutely necessary. Surely it was right that a trained teacher, who could not earn a single penny until he was twenty-one or twenty-two years of age, should be remunerated at a rate not less than that given to a policeman or a scavenger. Then Mr. Munro turned his guns full on his opponents. The rural rate-payer, on whose behalf complaint was being made, was really getting an excellent bargain. In rural counties the highest rate was half-a-crown in the pound on gross valuation. This meant that the typical rate-payer who now paid £15 a year for his house only paid 18s. 9d. for educational rate, in return for which he got, free of cost, the complete education of his family, school books and stationery, special facilities for the conveyance of his children and for their board and lodging if he lived in an out-of-way locality. Mr. Munro concluded by repeating his personal opinion that the time had come for a Scottish rating inquiry.

It is evident from the reports that are to hand of teachers' meetings in different parts of Scotland that for the time being, at least, teachers are tired of talking about the salary question. Subjects of professional interest are evidently coming back to their own. The President of the Institute has been speaking in different centres on various aspects of self-government in the teaching profession. Another theme of general interest is the character of the new intermediate schools which must be created when the school age is raised to fifteen. Unfortunately there is considerable likelihood that the publication of the Burnham Report may bring back salaries into the focus of interest once more. Scottish teachers can scarcely be blamed for making comparisons between their own scales of a year ago and the English scales of to-day. But they will be well advised to leave such advocacy of their case as is needed to their representatives on the Joint Council of teachers and authorities.

The appointed day for that section in the Education Act relating to the employment of children coming into operation has been fixed by the Education Department. After January 1, 1921, children under thirteen can only be employed on school days between the closing of school and 6 o'clock, and on other days between 8 in the morning and 6 at night. The same section prohibits street-trading by children or young persons under seventeen, and this is also included in the order.

Many good people in Scotland are deeply distressed by reports which have appeared in the press regarding the activities of an institution rejoicing in the curious name of the Proletarian Sunday School, and reported to be strongly established in Glasgow and other Scottish towns. Probably these schools would have remained in the impotent obscurity they deserve had it not been that they were brought into the limelight for propagandist purposes just before the municipal elections. A comical version of the Proletarian Ten Commandments and extracts from still more comical proletarian hymns were published to show how dangerous it would be for the community if certain people were elected. These "revelations" have provoked much comment, from which it appears that this type of Sunday school is the outcome of an extreme revolutionary movement which is as antagonistic to the Labour Party as to the established order in Church and State. Only by a confusion between the Proletarian Sunday School and the older Socialist Sunday School which, with all its limitations, is neither revolutionary nor anti-Christian, has the former appeared of any account. Even on Clydeside, where strong views sometimes flourish, the number of Proletarian disciples is insignificant.

WALES.

On Monday, November 15, the Council of the College presented its first annual report, which supplies ample evidence that already substantial progress has been made, and that the future is full of hope and encouragement. All classes of the community have rallied round the College, and evidence is already forthcoming that it may depend on securing ample financial support to meet its requirements. Most of the great works in the immediate vicinity of the borough have pledged themselves to provide annual subscriptions, varying from £125 to £500 per annum; while efforts will soon be made to organize subscriptions from working men. Of course, at

(Continued on page 804.)

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present the total of donations and annual subscriptions cannot be estimated, nor can the share of the pooled funds of the University of Wales which the University Council will allocate to the College. The total number of students enrolled is eighty-nine (eighty-one men and eight women), of whom fifty-five were former students of the Swansea Technical College. The College Senate has laid much stress on extra-mural work; and it is proposed to organize a further extension of this work in the adjacent towns of Neath and Llanelly, in order that the influence of the College may be as widespread as possible.

Dr. R. Franklin Sibly, the Principal of the College, in his inaugural address, referred to their indebtedness to the pioneers of university education in Wales, notably Sir Hugh Owen and Principal Viriamu Jones.

The Swansea College was called for originally as a science college, and it will be mainly in the domains of science and the practical application of science that a large part of its mission will be discharged. But in scientific research there is true humanity, and the scientific spirit produces an ennobling influence. The former inculcates the ideal of research for truth and the great principle that the search for truth is an achievement, while the scientific man adds vastly to the wealth of the world. It was, however, intended next session to open an arts section, and he hoped the incorporation of the Swansea Training College would be an accomplished fact before the year is out. It is proposed to provide full four-year courses for men as well as women, and also to preserve the two-year course for a considerable number of students. In their relationship with the schools the College will aim at the closest co-operation, and one of the most interesting of the tasks to which the Principal looked forward was that of remodelling many of their courses in conformity with the recent advances in secondary education. In this way it is expected that the College staff will be relieved from a great deal of work which more specially belongs to the school, and thereby be enabled to devote more of its energies to research work, which is the special function of the university teacher. The Principal also dealt with the importance of fostering Celtic studies, as they worked primarily for Wales, though he emphasized also the wholesome truth that it was their duty to study the trend of thought in other countries as well.

Only a very brief reference to this report is possible in this

The Report on Secondary Education in Wales.

column, as it bristles with interesting suggestions and controversial points. As a historical summary of the development of Welsh secondary education the report is a most valuable document, and it will no doubt occupy a permanent place in Welsh educational history, as it is a storehouse of information based on official knowledge. But without doubt the most important contribution of the report to a right understanding of the function of the secondary school in Wales is that portion of it in which the committee discuss at great length the reasons for their recommendations. Even when we may disagree with their conclusions, it is impossible not to admire the care and the trouble with which the report has been constructed, and also at the same time not to recognize the fairness on the whole with which the committee have attempted to outline our advance in the domain of secondary education within the last quarter of a century. It cannot, however, escape notice that the references to the Central Welsh Board and their activities as pioneers in this field are generally somewhat unsympathetic and display an unnecessarily critical attitude. Whatever the shortcomings of the Board may be, it cannot be denied that it is mainly to their stimulus and energy that Wales has succeeded in organizing a system of secondary education which is generally recognized as highly efficient in every department, and as this result has been attained with very meagre financial resources, it is only right that the investigating committee should have placed on record their appreciation of the work which the Board have accomplished.

The committee recommend that a National Council of Education shall be constituted to replace the Central Welsh Board. Its powers, as defined in the report, appear to be somewhat nebulous, and there is no doubt that Welsh authorities will scrutinize them very critically before they will agree to the proposals. Its primary function is advisory and deliberative, though it is recommended that some administrative functions should be assigned to it by the Minister of Education. In fact, the first impression one obtains from the report is that the new Council will be a kind of consultative committee; if this is correct, our autonomy in education will be largely illusory, and Wales stands to lose much under the proposed scheme. To obviate this, and to ensure the continuance of our control over

(Continued on page 806.)

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secondary education, it is therefore imperative that, at the proper time, the administrative functions of the new Council shall be duly safeguarded by statutory regulations and not left to the whim of the Minister. The Committee have endeavoured to solve the question of inspection in a very ingenious fashion, but it is not clear that the plan which is adumbrated in the report is likely to be workable. For, to all intents and purposes, the inspectors will be inspectors of the Board of Education, and the control of the new Council over them will therefore be very limited; and further, this system will almost inevitably result in the separation of inspection and examination, which is not unlikely to lead to considerable difficulties in administration and in the schools. We have no space to refer to other important recommendations in the report, though it is probable that, as the public gains a fuller acquaintance with them and expresses its opinion upon them, it will be necessary to indulge in some further comment.

The half-yearly meeting of this association of head masters and head mistresses of Welsh secondary schools was held at Shrewsbury, on Friday and Saturday, November 12th and 13th, with Miss M. A. Vivian (of Newport School) in the chair. There

were several important questions under discussion, such as the reports of the Departmental Committees on Salaries and Scholarships and Free Places. The former report was subjected to some severe criticism, and it was only after a somewhat heated debate that the Association ultimately agreed to accept it. The salaries for assistant masters and mistresses were regarded as fairly satisfactory, though there was a consensus of opinion that the scales did not err on the side of generosity, and that they are not a final settlement of the question. The Association also felt that the Committee had not been very successful in their methods of dealing with the salaries of head masters and head mistresses, though the inherent difficulty of the problem was recognized. Wales possesses schools which vary within wide limits as to size, so that the mere fixing of a minimum salary is not a very substantial help to a perplexed education committee when advertising for a new head master, and therefore a clearer guidance as to a suitable minima and maxima for different grades of schools should have been given in the report. Important as these reports are to the teaching profession in general, they do not, however, affect Welsh teachers as vitally as the other departmental report—viz. the report on

the organization of secondary education in Wales. A lucid summary of its chief recommendations was given by Mr. J. Walter Jones (Neath), but it was generally agreed that it was inadvisable to proceed with a discussion of them until the report had been studied more carefully. It will therefore be considered at a special meeting of the Association.

In her presidential address, Miss Vivian maintained that the present school hours are too long, and that they tend to overtax the vitality of the pupils, especially the girls. She therefore advocated a considerable shortening of the length of the school periods, though the head master of one of the largest of our dual schools dissented strongly from the proposition that girls are unable to stand the strain of the ordinary school hours as well as the boys. The head mistresses, on the other hand, were apparently inclined to agree with Miss Vivian.

Mr. Edmund D. Jones (of Barmouth School) was elected President for the year 1921.

Teachers in Wales from the elementary schools are dissatisfied with the scale of salaries proposed in the report, especially in the Rhondda and in certain parts of Monmouthshire. They threaten drastic action unless their demands are conceded, as they claim that the salaries suggested are wholly inadequate. The recommendations of the Burnham Committee as to salaries of teachers in secondary schools have not yet been carefully discussed, and therefore it is not possible to state how far they are regarded as satisfactory by Welsh teachers.

IRELAND.

The most important item of news for the month is the settlement of the salaries of teachers in national schools. As the result of a conference between the National Education Commissioners, the Irish National Teachers' Organization, and the Treasury, the following arrangements have been made. The normal basis for men is to be £170 rising by sixteen increments of £12 and one of £8 to £370; and for women, £155 rising by fourteen increments of £10 and one of £5 to £300. For existing men teachers in schools with an average attendance of between twenty and thirty, £170 rising by fourteen annual increments of £12 to £338; prin-

(Continued on page 808.)

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The Schoolmasters' Association has held its annual meeting this autumn, and again passed a resolution in favour of the Education Bill, with the addendum that it would agree to any reasonable amendments likely to secure for it a quick passage into law. The Government, however, have given no intimation as to their intentions regarding the Bill. The Association further points out that the interim grant of £50,000 was quite inadequate to provide proper salaries, and that the rules for its distribution should have taken into account not only the number of pupils in each school, but also the number of registered teachers on its staff and their years of service. In dealing with intermediate education, the Association expressed its deep regret at the death of Dr. Starkie, Chairman of the Intermediate Board; and it further made certain suggestions as to the rules and programme. The chief suggestions were that drawing should be an honour as well as a pass subject; that all

the mathematical subjects should be grouped together, or that a student should count as passing in them all if he obtained an average of 30 per cent. in them all, and not less than 20 per cent. in any one of them; that two hours should be allowed for the arithmetic paper; and that the Senior Grade Honour papers in classics were too long. It also suggested that the number of hours in science in the Middle and Senior Grades should be reduced from five to four. It has, lastly, recommended to Trinity College to increase the marks for English in the Junior Exhibition Examination, and to consider the advisability of providing a new Honours Course, to consist of Latin combined with a knowledge of Greek, somewhat less than that now required for Honours, and a modern language, English, French, German, Italian, or Spanish. The new President of the Association is Mr. W. A. Fullerton, of Ballymena, and the Vice-President, Mr. J. McQuillan, of Larne.

The Ulster Head Masters' Association, besides dealing with matters similar to the above, has issued a statement on the present state of intermediate education. It points out that Ireland is being

Ulster.

denuded of some of her best teachers, who naturally preferred to work in a country which could offer a regular scale of salaries, with the certainty of a pension on retirement. Teachers in Ireland had no regular scale of salaries, and no hope of a pension, and, if this state of things were allowed to continue, the efficiency of even the most prosperous schools would suffer, and in many cases the schools would cease to exist or drag on a feeble existence with poorly paid and inefficient teachers. The only remedy for this condition of affairs was either the introduction of such a scale of fees as would exclude all but the children of wealthy parents, or the adoption of such a system of local and Imperial aid as would place the schools in a sound financial position and enable them to obtain competent and qualified teachers and pay them adequate salaries. There could be little doubt that the latter remedy was the only sound one from an educational point of view.

The Central Association of Irish School Mistresses is concerned about the low percentage of passes among girl candidates at the intermediate examinations this year, and protests against the raising of the standard in the junior and middle grades during the past three years. In the middle grade the percentages

(Continued on page 810.)

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H. E. CURTIS,

23rd November, 1920

Secretary.

of passes for the years 1918, 1919, and 1920, were respectively 59.4, 47.2, and 43; and in the junior grade, 53.5, 49.6, and 46. The Association protests particularly against the pass papers in mathematics, and urges that, as they were this year unduly exacting and demanded a degree of mathematical skill and ingenuity which the average candidate does not possess, they should in future be revised by an examiner with practical experience in teaching average pupils. In the middle grade, 46 per cent of the candidates failed in algebra and 43 per cent. in arithmetic; and in arithmetic there were 118 candidates who failed to obtain a single mark. This compares very unfavourably with the previous year, when 85.7 of the candidates passed in the junior grade, and these were for the most part the candidates examined in the middle grade this year.

The Intermediate Board have appointed Sir Samuel Dill, its Vice-Chairman, to be Chairman until the end of the present year. The place of Dr. Starkie on the Board still remains unfilled. At their meeting on October 20 the Board decided to take the necessary steps to have Cicero's "Pro Milone" put on the programme as an alternative to Cicero's "Second Philippic" for the Middle Grade Pass for 1921. Schoolmasters generally will agree that both these books are too hard for the Middle Grade Pass students, and both unsuitable for mixed classes of boys and girls.

The Senate of Trinity College, Dublin, have made an innovation by electing a head master as a member of the Senate. By electing Rev. C. B. Armstrong, Warden of St. Columba's College, they hope to bring the University more into touch with the schools. This is certainly a move in the right direction.

THE Classroom Portrait Gallery, of 7 Queen Street, London, W.C.1, has sent copies of collotype portraits of five famous physicists—Galileo, Sir Isaac Newton, Michael Faraday, J. Clerk Maxwell, and Lord Kelvin. The portraits measure 11 inches by 14 inches plus margin. They are attractive, and should meet the need for instructive decoration in classrooms and laboratories. The price is 6s. 6d. each, or 30s. the set, post free. We commend them to the attention of teachers of science.

PRIZE COMPETITIONS.

THE prize for the November competition is awarded to "Calvus"; and the second place to "Cyrano."

The winner of the October competition is Mr. Cradock-Watson, Merchant Taylors School, Crosby, Liverpool; but, as he gained the first place last January, the next in order, "Tartuffe" (Monsignor Provost Brown, the Catholic Church, Vauxhall, S.E.) will receive the prize.

Extract from Henri Bordeaux's "Le Pays Natal."

By "CALVUS."

Madame Mérens went on to ask for some details of the public meeting. The Count, seized with a fit of coughing, had to leave Lucien to reply.

"The candidate speaks from a terrace which commands the great square at Thônes. He sways conscientiously to and fro. Women weep, old fogies wag their heads with chuckles of admiration, and young folk wear the congealed smile of happiness on their faces. The words 'justice,' 'liberty,' and 'fraternity' rise up in the clear and resonant evening air. The hearers are spell-bound. There you are!"

"You're cutting it short," said the good lady, so as to please Annie. "I will go on, then. Picture the crowd—five hundred people: men in blouses or in their shirt sleeves, women with their clean holiday kerchiefs, all clustered under some big plane trees for shade: in front of them, in the sun, the terrace from which the orator, full in the glare, is launching his harangue. Do you want to have an idea of the candidate's eloquence? The weather was very hot. The sun was beating on James's skull. Some honest country fellow noticed this, looked about for a chair, heaved himself on to it, and set about sheltering our friend under a huge umbrella. Now James is an orator of the lively order. The poor dear fellow kept making desperate efforts to follow his movements, and to track his evolutions with the improvised tent. He kept frenziedly shifting the chair. The candidate flung himself about; the country fellow went through his antics; the umbrella described some masterly curves in the air. However, nobody paid any

(Continued on page 812.)

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 809.

MANCHESTER MUNICIPAL COLLEGE OF TECHNOLOGY.

APPOINTMENT OF PRINCIPAL.

The Education Committee of the City of Manchester and the University of Manchester jointly invite applications for the office of Principal of the Municipal College of Technology.

Salary: £1,500 per annum. There is no bonus.

Particulars of the duties required and forms of application may be had from the Director of Education, Education Offices, Deansgate, Manchester, on receipt of a stamped addressed foolscap envelope.

The last day for the receipt of applications is Monday, 13th December, 1920.

Canvassing members of the Committee, either directly or indirectly, will disqualify a candidate for appointment.

SPURLEY HEY.

Director of Education.

November 1920.

MASTERSHIPS.

SCARBOROUGH EDUCATION COMMITTEE.

EAST MOUNT SEA TRAINING AND ENGINEERING SCHOOL.

Applications are invited for JUNIOR CLASS MASTER, mainly for English, Geography, and Mathematics.

Practical training is a feature of the School. Good opening for young, energetic teacher.

Application, stating age, qualifications, and salary required, with copies of three recent testimonials, to be sent to the undersigned not later than December 10th, 1920.

R. UNDERWOOD.

Town Hall, Scarborough.

Posts Vacant—continued.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR BOYS

Principal: Mr. J. W. LIFFE, M.A. (Cantab.).

Applications are invited for the following post, which is vacant owing to the promotion of a Master:

FORM MASTER, SPECIALLY QUALIFIED IN GEOGRAPHY.

Minimum salary £220, rising by annual increments of £12. 10s. to a maximum of £450 (or for a graduate holding a good Honours Degree, £250 to £500).

Three-fourths of previous experience in like capacity under other authorities will be recognized in fixing the commencing salary, and the "carry over" will be completed on 1st July, 1922.

A teacher trained for one year as a Secondary School teacher after graduation, and holding the Secondary School Teachers' Diploma, will receive two scale increments additional in the commencing salary.

Application forms, which may be had on receipt of a stamped addressed foolscap envelope from the undersigned, to be returned at once to the HEAD MASTER.

PERCIVAL SHARP.

Director of Education.

Education Office, Sheffield,
November 1920.

LEEDS UNIVERSITY. DEPARTMENT OF EDUCATION.

The University Council will shortly proceed to the appointment of an ASSISTANT MASTER OF METHOD. Salary £300 a year.

Applications should be made without delay to the SECRETARY, The University, Leeds, from whom further particulars may be obtained.

CLITHEROE GRAMMAR SCHOOL (BOYS).—Wanted, January 1921, GRADUATE IN HISTORY, to take History throughout the School. Lancashire scale. Apply—HEAD MASTER.

FOR announcements of vacant posts see also under "HEADSHIPS."

Posts Vacant—continued.

MISTRESS-SHIPS.

CITY OF SHEFFIELD EDUCATION COMMITTEE.

CENTRAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss F. M. COUZENS, B.A. (Lond.).

Applications are invited for the following appointment:

SENIOR ENGLISH MISTRESS, holding an Honours Degree or its equivalent, to undertake, from January 1921, the main part of the English work in an Advanced Course in Modern Studies, and to organize and supervise the subject throughout the School.

Present salary scale: Minimum £300, rising by £10 annually to £440 or £480, according to qualifications and success.

Three-fourths of previous experience in like capacity under other authorities will be recognized in fixing the commencing salary, and the "carry over" will be completed on 1st July, 1922.

A teacher trained for one year as a Secondary School teacher after graduation, and holding the Secondary School Teachers' Diploma, will receive two scale increments additional in the commencing salary.

Application forms, which may be had on receipt of a stamped addressed foolscap envelope from the undersigned, to be returned to the Head Mistress at once.

PERCIVAL SHARP.

Director of Education.

Education Office,
Sheffield.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, BECKENHAM.

Wanted, an ASSISTANT MISTRESS, in January, to teach Mathematics and Science in the Lower and Middle School.

Salary according to the Committee's scale.

Application to be made as soon as possible to the HEAD MISTRESS.

E. SALTER DAVIES.

25th October, 1920. Director of Education.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for January Term, 1921, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

SENIOR ENGLISH MISTRESS required in a high-class Girls' Boarding School in South-east of England, to teach good English, Literature, Grammar, and Composition, with any of the following as subsidiary subjects: Geography, French, or Elementary Mathematics. Candidate must be experienced. Salary up to £130, together with board and residence.—No. 18,169.

FORM MISTRESS, for Middle School Work, to teach as many of the following as possible: Geography, History, English, Elementary Mathematics, and Science, in a high-class Girls' Boarding School in the Channel Islands. Salary up to £130 res.—No. 18,104.

TWO ASSISTANT MISTRESSES to teach between them the following: Latin, Mathematics, Geography, and Science, in a high-class Girls' Boarding School on South-east Coast. Salaries up to £140, together with board and residence.—No. 17,744.

HISTORY MISTRESS, in important Girls' Boarding School on the South Coast. Candidate should be able to offer some subsidiary subject, such as Scripture. Graduate greatly preferred. Salary about £120 res.—No. 18,060.

HISTORY MISTRESS, in large and important Girls' Boarding School on South Coast. Candidate should be able to offer either English or Geography. Post will be res. one and a good sal., to a well-experienced candidate.—No. 18,066.

HISTORY MISTRESS, in large Girls' Secondary School in North Wales. Graduate essential. Salary from £200 to £380 non-res.—No. 18,055.

ASSISTANT MISTRESS, to offer good General Qualifications to Juniors under 14 years of age. Subjects should include good Mathematics. Candidate required in high-class Girls' School in Scotland. Salary from £250 to £300 non-res.—No. 17,949.

ENGLISH MISTRESS, in important Girls' School in London, to teach good English, with either elementary English or Mathematics as subsidiary subjects. Candidate must hold some degree. Salary from £120 together with board and res.—No. 17,769.

Mathematical and Science Mistresses.

SCIENCE MISTRESS required in important Girls' High School in North of England. Graduate essential. She should also be able to offer some Mathematics. Salary from £200 non-res.—No. 18,155.

MATHEMATICAL MISTRESS, in important Girls' High School in South of England. Graduate essential. Post will be non-res. one and sal. offered according to Burnham Scale.—No. 18,142.

MATHEMATICAL MISTRESS, either in January or May. Graduate essential. Candidate required in a large and important Girls' Boarding School in South-west of England. Salary offered, £150 res. or £300 non-res.—No. 18,112.

ASSISTANT MISTRESS, in large Girls' High School, within easy reach of London, to offer Botany as a chief subject, together with Elementary Physics, Chemistry, and Mathematics. Salary £120 res., or post could be held as a non-res. one, in which case a good salary will be offered.—No. 18,124.

ASSISTANT MISTRESS to teach good Mathematics up to Matriculation standard in important Girls' Boarding School in the Home Counties. Graduate essential. Salary £130 res., rising.—No. 18,087.

ASSISTANT MISTRESS to teach Botany and Chemistry up to London Matriculation standard, Geography up to Senior Oxford standard. Salary up to £125 res., rising.—No. 18,048.

MATHEMATICAL MISTRESS, in Girls' Boarding School in Home Counties. Graduate essential. Salary from £100 res. or from £150 to £250 non-res.—No. 17,876.

GEOGRAPHY SPECIALIST, in Girls' School within easy reach of London. Graduate essential. Post res. and good sal., acc. to scale.—No. 18,058.

SENIOR SCIENCE MISTRESS, in important Girls' Boarding School in South of England, to offer Physics as a chief subject, together with Mathematics or Chemistry. Post could be held either as res. or non-res. one and in either case a good salary offered.—No. 17,810.

General Junior Form and Kindergarten Mistresses.

ASSISTANT MISTRESS required in a good-class Boys' Preparatory School in North Wales, to take general Junior Form Work, including Ablett's Drawing, also Dancing. Salary about £80 res.—No. 18,168.

JUNIOR MISTRESS, in high-class Boys' Preparatory School in the Home Counties, to teach general elementary subjects, including Music. Salary about £100 res.—No. 18,041.

ASSISTANT MISTRESS, in important Boys' Preparatory School in North of England, to teach general Preparatory School subjects, including some of the following:—French, Latin, or Music. Salary up to £150 res., according to qualifications and experience.—No. 18,085.

ASSISTANT MISTRESS, in Boys' Preparatory School in Home Counties, to teach general elementary subjects. She must also offer Games, and, if possible, be Musical. Salary about £80 res.—No. 18,131.

KINDERGARTEN MISTRESS, in Girls' Private School on the South Coast. Salary about £85 res.—No. 18,149.

KINDERGARTEN MISTRESS, in Girls' Private School in Home Counties. Subjects should include Drawing, Botany, and elementary Dancing. Salary about £80 res.—No. 18,128.

KINDERGARTEN MISTRESS, in important Girls' College in North of England. Salary £80 res., rising.—No. 18,137.

Modern Language and Foreign Mistresses.

ASSISTANT MISTRESS required in important Boys' Grammar School in South-west of England, to take Senior French. Graduate essential. Salary £280 non-res.—No. 18,119.

ASSISTANT MISTRESS, in Home School in North of England, to teach French throughout School, together with English and Geography as subsidiary subjects. Salary about £110 res.—No. 17,917.

ASSISTANT MISTRESS to teach French in important Girls' Boarding School in North of England. Salary about £100 res.—No. 18,159.

MODERN LANGUAGE MISTRESS, in important Girls' High School, in North of England, to teach French and German. Graduate essential. Minimum sal. £200 non-res.—No. 18,023.

MODERN LANGUAGE MISTRESS, in Girls' High School in South-west of England. She must be able to teach Advanced French, together with German or Elementary Latin. Minimum salary £190 non-res.—No. 17,969.

Gymnastics and Games Mistresses.

PHYSICAL CULTURE MISTRESS required in important Girls' Boarding School in Home Counties, to offer Gymnastics and Remedial work. Post will be res. and candidate should state salary when applying.—No. 18,068.

PHYSICAL CULTURE MISTRESS, in important Girls' Finishing School in London District, to offer Gymnastics, Games, and Remedial work. Post will be res. and good salary.—No. 17,989.

PHYSICAL CULTURE MISTRESS, in large Girls' School in South-west of England, to teach Physical Exercises and Games, together with Art or English, or elementary French. Salary from £180 non-res.—No. 17,841.

PHYSICAL CULTURE MISTRESS, in Girls' Private School in South-west of England, to offer Games, Gymnastics, and Remedial work, together with elementary English or Girl Guide work. Salary from £120 res.—No. 17,848.

Art and Music Mistresses.

ART MISTRESS required in important Girls' Boarding School on South Coast. She should be able to offer subsidiary subjects. Salary about £100 res.—No. 18,141.

ART MISTRESS, in Girls' Private School in South-west of England, to teach Ablett's Drawing, Painting, Wood-carving, and Needlework. Salary about £80 res.—No. 17,945.

ART MISTRESS, in large Girls' School, in South Wales. She must be fully qualified. Salary from £200, rising by £15 to £360 non-res.—No. 17,935.

ART MISTRESS, in Girls' Boarding School in South-west of England, to teach Drawing, Painting, together with Elementary English. Salary about £100 res.—No. 17,849.

MUSIC MISTRESS, in Girls' Boarding School on South Coast, to offer Pianoforte, Theory, Harmony, Singing. Salary up to £110 resident, or £150 non-res.—No. 18,118.

MUSIC MISTRESS, in Girls' High School in Home Counties, to offer Pianoforte and Class Singing. Post non-res. and good salary according to qualifications and experience.—No. 18,116.

MUSIC MISTRESS, in small High-Class Boys' Preparatory School, to offer good Music, Class Singing, any General Elementary Work. Salary from £120 res.—No. 17,983.

MUSIC MISTRESS, in South-west of England, to teach good Pianoforte, Class Singing, and Aural Culture. Salary about £100 res.—No. 18,033.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

regard to this scene, rustic and homely as it was rather than imposing."

We classify the 143 versions received as follows:—

Class I.—(a) Calvus, Cyranos, Bedruthan, John Edals, Esse quam videri, Bésigue, E.A.N., Playshaw, Woodlea, V.N., Uncle, B.T., Plover.

(b) Rosemary, Jolande, Menevia, Gothicus, Agricola, W.G., Borealis, Kerpotic, Fiasco, Leander, Zephyr, Lescarpe, Africorum, Nibbidard, Griselda, Mamble, Florah, Theophano, Bluebird, Spion Cop, στέφανος, Marcus, W.L.S., Excelsior (Antrim), Swastika, Ray, Almora, Sbox, Manvers, Tregorrick, Loo, Sarnia.

Class II.—Pentewan, Julius, Eveline, Siri, Nemours, Nailil, M.V.B., François, Miqué, Z., Theesites, N.S., Excelsior (Highbury), H.E.F., Elvire Charles, F.B., Swanee, Ardeonaig, Mike, Fifi, M.A., Sperabo, M.B.H.M., Jumbo, Henricus, H.M.H., Didyme, Nil simile, Prudens, Sirach, Matilda, Marjorie, Désirée, Gryndasael, Elaine, Viatrix, A.M.C., Bobby, Garnet, Chymyny, Acanthus, Fish, Fowl, Cormur, Bébé, Begonia, Orgon, Micca, N.R.I., Butterfly, Moineau, Ray (Halifax), Espérance, Druid, Mancunian, J.S., Imo, Tiny.

Class III.—Tom Pouce, Amicus, Victor Hugo, Redhead, Esstee, Comenius, Erwartung, Jack, Ivy, Inverall, Old Bill, Kineto, Kéti, B.S., Lanky, S.A.B., Woodpecker, Thérèse, Hibernia, Namenlos, Vert-Vert, Binky, Tom, Marguerite, Adrienne, Briare, Jacques, Nelke, K.S., Tweedledee, Tweedledum, F.W. (Halifax), J.B.

Class IV.—Handmaid, Wilfred, Lehte, Basblue, Nil Desperandum, Mineur de Charbon.

A Prize of Two Guineas is offered for the best translation of the following description of the collecting of seaweed in Brittany in "La Terre du Passé" by Anatole le Bras:—

Après une demi-heure de marche par des chemins rocailleux, ravinés comme des lits de torrents, brusquement, derrière un tournant de colline, la mer se montra; la mer! c'est-à-dire une vaste étendue informe, un chaos sinistre et convulsé, où des traînées de baves blanches striaient des ondulations de dos verdâtres. Très

loin, presque aux confins du ciel, un "feu" pâlisait. C'était le phare de la Vierge—semblable, en effet, dans l'indécision de l'heure, au fantôme long voilé de quelque déité des eaux, le front surmonté d'une étoile. Le jour, cependant, achevait de dissiper ces vaines apparences. Mais combien plus émouvante, peut-être, la réalité! Les grèves, d'où le flot se retirait en se cabrant, étaient à perte de vue, noires de monde. Et, de toutes les hauteurs voisines, par toutes les issues, de nouveaux cortèges débouchaient, sans discontinuer. Une fièvre singulière, une espèce de délire sacré, exaltait l'âme de cette foule, gagnait jusqu'aux attelages eux-mêmes qui, les naseaux dilatés, hennissaient à la mer.

Dès que les premières crêtes goémonneuses commencèrent de surgir, ce fut comme un élan irrésistible, toutes barrières rompues. Les femmes, au milieu de l'effervescence générale, donnaient l'exemple de la témérité; les jambes nues, les cheveux noués dans un mouchoir, leur jupe de droguet ficelée autour de leurs hanches, elles se précipitaient droit devant elles, provoquant les hommes de la voix et du geste, opposant leurs poitrines aux vagues et les labourant de coups de faucille, comme pour accélérer leur recul. Les charrettes, bondées de moissonneurs, de moissonneuses, avaient l'air, vues du rivage, de flotter ainsi que des barques remorquées à la nage par des chevaux marins. L'espace était plein de rires, d'appels, de cris, que dominait par intervalles une phrase hurlée en chœur comme une formule d'incantation:

—D'ar bézin!..... D'ar bézin glaz!..... (Au goémon! Au goémon vert!)

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on December 14, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 810.

LONDON ORPHAN SCHOOL (GIRLS), WATFORD.

Wanted, in January:—

- (1) Resident ASSISTANT MISTRESS to teach English throughout the school, and some Scripture. Experience essential. Degree desirable.
- (2) Resident MUSIC MISTRESS. Pianoforte, Class Singing, Ear Training. Experienced. Well qualified.

Churchwomen. Salary in each case according to qualifications and experience. The School is recognized as an "Efficient Secondary School."

Apply to the HEAD MISTRESS.

CROYDON.—CROHAM HURST SCHOOL.—HOUSE MISTRESS wanted after Easter. Domestic Science Diploma desirable. Some knowledge of nursing essential. Age 25 to 40. Apply to Miss TH. E. CLARK, stating qualifications and submitting testimonials.

SOUTH AFRICA. — SENIOR MATHEMATICAL MISTRESS urgently required for Government High School for Girls. Salary from £255. Training essential. Apply—Association of University Women Teachers, 108 Victoria Street, S.W.1.

ISLE OF ELY EDUCATION COMMITTEE.

MARCH HIGH SCHOOL.

Wanted, in January:—

- (1) SCIENCE MISTRESS (Geography a recommendation).
- (2) GYMNASTIC MISTRESS.

Salaries according to Burnham Scale. Apply to HEAD MISTRESS immediately.

Posts Vacant—continued.

DERBY TRAINING COLLEGE.

A Lady is wanted as soon as possible as Resident LECTURER IN GEOGRAPHY, and to assist in the general work of the College. A degree in Science or Arts is necessary. Candidates should be Churchwomen.

Salary to begin at not less than £200 per annum, with board and residence.

Consideration will be given to good qualifications. Applicants should state full name, age, qualifications (mentioning good subsidiary subject), and experience, and should send copies of testimonials, one of which should be from a clergyman.

Early application should be made to the PRINCIPAL, Training College, Derby.

THE OGILVIE SCHOOL OF RECOVERY, CLACTON-ON-SEA.

Wanted, in January 1921, an ASSISTANT MISTRESS for the above, which is certified as a Residential Special School for Physically Defective Children under the Board of Education. Applicant must be fully certificated, and have had previous experience in the work of Special Schools. Salary £170 per annum, rising by yearly increments to £210, living out. Reply by letter only, stating previous experience, and giving qualifications, age, and testimonials and two references, to CHAS. LAWSON SMITH, 26 Lincoln's Inn Fields, London, W.C.2.

PUTNEY HIGH SCHOOL

(C. P. D. S. T.).—Wanted in January: (1) SENIOR ENGLISH MISTRESS. Good Honours Degree essential. Initial salary according to experience. (2) Part-time NEEDLEWORK MISTRESS. Apply — HEAD MISTRESS, 35 Putney Hill, S.W.15.

SOUTHPORT, TRINITY HALL.

Required, in January, SCIENCE MISTRESS, to teach Botany and Chemistry. Subsidiary subject, Geography or Scripture. Scale, £120 to £390, with board, residence, and part laundry. Initial salary according to qualifications and experience. Apply — HEAD MISTRESS.

Posts Vacant—continued.

NORTH RIDING OF YORKS COUNTY COUNCIL.

YARM GRAMMAR SCHOOL.

Two LADY TEACHERS wanted for next term for the above Mixed Secondary School for 100 pupils. One of them to act as Senior Assistant Mistress and be responsible for the behaviour of the girls. Trained graduates wanted.

Initial salary depends on degree and experience. State fully qualifications, experience, and references. Scale £160 by increments of £15 to £350. Apply to HEAD MASTER, Grammar School, Yarm, Yorks.

COWLEY GIRLS' SCHOOL,

ST. HELENS (Endowed, Secondary, 400 pupils).—Required, in January, JUNIOR FORM MISTRESS to teach Literary Subjects, including French (Phonetics). Preference given to one who can act as accompanist to Singing Classes. Salary according to scale (probably Burnham scale). Apply to HEAD MISTRESS.

MATHEMATICS MISTRESS

wanted in January for Girls' Boarding School (12 resident mistresses, 95 girls). Good salary. Apply—Miss Wood, Acton Reynold, near Shrewsbury.

EDGEHILL GIRLS' COLLEGE,

BIDEFORD, N. DEVON.—Wanted, in January:—(1) GYMNASTICS AND GAMES MISTRESS (Dartford, Bedford, or Chelsea preferred). (2) JUNIOR MUSIC MISTRESS (Pianoforte). Apply, with full particulars, to the HEAD MISTRESS.

KING EDWARD'S HIGH

SCHOOL FOR GIRLS, BIRMINGHAM.—Wanted, after Easter, a MISTRESS, with Honours Degree or equivalent, to take good English. Subsidiary Latin desirable. Apply to the HEAD MISTRESS.

THE JOINT AGENCY FOR WOMEN TEACHERS,

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.1.

Teachers seeking Posts in Public and Private Schools and Training Colleges for January 1921 should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant; in most cases the salary scales are under consideration:—

MATHEMATICS AND SCIENCE.

- Mixed School in Yorks. Senior Mistress, who offers Mathematics. Salary £200-£360. JA 21097
Girls' County School in South Wales. Chemistry, Physics, Honours Degree desirable. Salary scale: £200-£15-£360. JA 21107
Girls' Grammar School in Yorks. Elementary Science and Mathematics. Geography desirable. JA 21108
Girls' School in Berks. Botany, Chemistry, elementary Science. Scale (£170-£190)-£225 or £400. JA 21127
Girls' High School in Gloucestershire, Mathematics, possibly Head of Department. Scale: £180-£350. JA 21131
Training College in Herts. Mathematics and Geography, or Music or French or Secretarial Work. Salary at least £150 resident. JA 21137
Girls' Grammar School in London, S.E. Assistant Mathematical Mistress with Honours Degree. L.C.C. salary scale. JA 21166
Girls' Grammar School in London, S.E. Zoology (Advanced Course), Chemistry, and Botany for Upper and Middle School. JA 21172
Girls' School (Public) in Herts. Science (Physics and Botany) and Mathematics. JA 21183
Girls' Municipal High School in South Yorks. Botany. JA 21185
Girls' High School in South-west Sussex. Mathematics. JA 21192
Boys' Grammar School in Westmorland. Chemistry, Physics. Advanced Course Work. JA 21206
Girls' Intermediate School in South Wales. Mathematics. Glamorgan salary scale. JA 21213
Girls' School in London, S.W. Mathematics and Physics, or Chemistry or Geography. Degree, training, or experience. Salary £275-£295. JA 21215
Girls' High School in Northumberland. Science and Mathematics. Salary from £200. JA 21219
Girls' County School on Kent Coast. Science. JA 21220

GEOGRAPHY.

- Training College in Derbyshire. Geography; Mathematics desirable. Degree in Arts or Science. Churchwoman. Initial salary £150-£250 resident. JA 21104
Mixed School in Worcestershire. Geography. Salary: Graduate up to £270, rising to £350 and bonus. JA 21181
Girls' High School in Northants. Geography and some English. Temporary salary scale: £170-£300. JA 21197

CLASSICS.

- Girls' Secondary School on Sussex Coast. Classics up to Intermediate standard and some subsidiary subject. Salary scale: £180-£350 and bonus. JA 21141
Girls' High School in London, S.E. Classics. JA 21148
Mixed School in Durham. Latin, French. Salary scale: £180-£15-£350. JA 21207

HISTORY AND ENGLISH.

- Girls' Grammar School in Kent. English and Scripture. Senior post. JA 21111
Girls' Grammar School in Lancs. History and some English. Oxford or Cambridge woman preferred. JA 21129

Mixed School in Cheshire. Senior English Mistress. Scale: £150-£20-£380, and good allowance. JA 21134

- Girls' County School in South Wales. History. Degree, training, or experience. Minimum salary £200. JA 21164
Girls' Public School in Surrey. History and English, Scripture, elementary Latin. Salary from £150 resident. JA 21174
Girls' County School in Berkshire. English. Degree and experience. JA 21175
Mixed Schools in Worcestershire. English. Salaries: Graduate up to £270, rising to £350 and bonus. JA 21179, 21180
Girls' Municipal High School in Yorks. History, including Advanced Course. Salary scale: £200 to £320, and allowances for experience and special qualifications. JA 21190
Girls' County School in Kent. English and Scripture for Middle School. Degree or Cambridge Higher Local Hons. Burnham scale. JA 21199
Girls' High School in London, S.W. English, some French. JA 21202
Girls' County High School in Essex. History and some other subject. Mainly Middle School work. JA 21211
Mixed School in Yorks. Senior Mistress. English Literature and Language, English History and Scripture. JA 21223

MODERN LANGUAGES.

- Mixed School in Warwickshire. French, Junior English; Class Singing desirable. JA 21066
Girls' High School in Derbyshire. French and Latin. Hons. Degree. Churchwoman. JA 21071
Mixed School in Hunts. French, Needlework. Salary scale: £180 to £300. JA 21072
Secondary School on Dorset Coast. (1) Senior French. Salary up to £264. (2) French and English. Salary up to £228. JA 21101 & 21102
Boys' Preparatory School in Sussex. French, and some English Literature. Salary £100 to £120 resident. JA 21122
Girls' High School in Gloucestershire. French, and some German or Latin. JA 21126
Girls' High School in Glamorgan. French; Needlework desirable. JA 21154
Girls' Public School in Lancs. French and German. Salary not less than £200. JA 21157
Girls' Public School in Herts. French; perhaps German later. JA 21182
Girls' Public School in London, S.W. Good French. Some subsidiary subject. Degree and training, or experience. Salary £275 to £295. JA 21215
Boys' Grammar School in Worcestershire. French for Advanced Course and Scholarship work. Salary from £270. JA 21218

FORM POSTS.

- Girls' Public School in Yorks. Third or Fourth Form. English, History or Geography, Games, Needlework. Salary £120 resident and bonus. JA 21053
Girls' Grammar School in Yorks. Junior Form. Salary: Graduate from £180, non-graduate from £150. JA 21110
Mixed School in Cheshire. Lower or Middle School work. JA 21135

- Girls' County School in Kent. Form Mistress for girls of 12 to 14. History, French, Scripture Kent scale. JA 21147
Girls' High School in Lancs. General Form. Arithmetic, French or Needlework. Desirable: Class Singing, Games. JA 21186
Girls' High School in Midlands. English and Scripture to girls 10 to 12; some French. Degree and training. Present scale: £180-£10-£—, and bonus. JA 21193

KINDERGARTEN and LOWER SCHOOL.

- Girls' Public School in Scotland. English and Arithmetic for children 8 to 10 years. History up to Junior Oxford. JA 21100
Girls' Grammar School in Lincs. Head of Junior School (ages 8 to 11). JA 21130
Girls' School in London, S.E. Junior Form work, and to accompany Singing. Pass degree or Froebel Certificate. JA 21167
Girls' High School in Surrey. First Form Mistress. Lower School Singing. Needlework, Arithmetic, Geography, Games. JA 21168
Boys' Public School in Westmorland. Several subjects for a boy of 8 years. JA 21170
Girls' Public School in N. Wales. Assistant for Junior School (70 boarders, ages 9 to 13). Teaching and supervision. Subjects to be arranged. Age 25 to 35. Wesleyan preferred. Salary £100 to £140 resident. JA 21194
Girls' Public School in Lancs. Form I (ages 10 to 11). Literary subjects, French, Singing. Burnham scale. JA 21198
Girls' County School in Essex. Form Mistress for children of 6 to 10 years. JA 21212
Boys' Preparatory School (30 boys) on Kent Coast. Mistress for Lowest Form, 6 boys, ages 7 to 9. Salary probably £70 to £80 resident. JA 21225

PRIVATE SCHOOL POSTS.

- Private School in Berks. Latin and Mathematics. Desirable: History. Salary £130 resident. JA 21144
Private School on Sussex Coast. History and English. Junior Geography. Salary from £100 resident. JA 21173
Private School on Sussex Coast. Mathematics and a little Science (Botany and Chemistry). Salary £100 resident. JA 21162
Private School in Worcestershire. (1) Classics, Honours Degree and experience. (2) English and History. Desirable: Divinity or Arithmetic. Honours degree preferred. Salaries from £150 resident. JA 21188 & 21189

GYMNASTICS, MUSIC, ART, DOMESTIC SCIENCE.

- Girls' High School in Leicestershire. Domestic Science subjects. Good diploma essential. Experience desirable. JA 21080
Girls' Public School in Berks. Resident Gymnastics Mistress. JA 21087
Girls' County High School in Cheshire. Art Mistress with good qualifications. JA 21195
Private School in South Devon. Third Music Mistress. JA 21204

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. **Reference to a post must be made by number.**

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

Messrs. GRIFFITHS, POWELL & SMITH,

Educational Agents (Estd. 1833),
12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.
SCHOOL TRANSFER DEPARTMENT.

Telegraphic Address:
 Scholasque, Westrand,
 London.

Telephone:
 Gerrard 7021.

Applications from intending purchasers are solicited for the following properties:

GIRLS' SCHOOLS.

Hants.—Girls' Boarding and Day School. Gross receipts about £3,000. 40 Boarders and 30 Day Pupils. Price for goodwill £1,000. Furniture at valuation.—No. 7,166.

Sussex (Seaside).—Transfer or Partnership. Old-established Boarding and Day School for Girls. Gross receipts over £2,000. Number of Boarders 32, fees up to £60 per annum. Number of Day Pupils 30, fees about 3 guineas a term. Rent of good house facing the sea only £105. The vendor will accept 1½ terms' fees by way of premium for goodwill. Furniture at valuation. Part purchase money down.—No. 7,169.

Cathedral City.—Partnership in Girls' Boarding and Day School. Vendor states that the School is the only one in the City taking Boarders. Established 47 years and conducted by vendor 34 years. Gross receipts for past year about £1,600. Number of Boarders 27, and 12 Day Boarders, 37 Day Pupils, and 8 Pupils for extra subjects. We believe our client is willing to arrange easy terms of partnership in the case of a suitable lady.—No. 7,170.

Warwickshire.—Girls' Boarding and Day School. Gross receipts for past year about £900. 8 Boarders paying about £45 to £54 per annum, 50 Day Pupils paying £3. 3s. to £5. 5s. per term. Goodwill by arrangement.—No. 7,171.

Norfolk.—Girls' Boarding and Day School. Gross receipts for 1920, £550. Number of Boarders 8, number of Day Pupils 40. Rent of house £40. Price for goodwill £200, or possibly one term's fees would be accepted. Furniture, including one piano, about £150.—No. 7,173.

Dorsetshire.—Boarding and Day School for Girls, with Preparatory and Kindergarten Departments. Gross receipts past year, £534. 6s. 2d. 3 Weekly Boarders paying 75 guineas per annum and 2 Day Boarders paying 36 guineas, also 18 Day Pupils paying 13 guineas a year. Music, drill, stationery are extras. The house is about five minutes from the sea and in the best residential part of the town. Price for goodwill £300. School furniture at valuation; household furniture £200.—No. 7,182.

Leicestershire.—Girls' Boarding and Day School, with Boys' Preparatory and Kindergarten. Established 80 years. Gross receipts £750. Number of Boarders 9, paying 11 to 16 guineas a term; number of Day Pupils 37, paying from 2 to 5 guineas a term, without extras. Corrugated-iron Schoolroom, lined wood and asbestos, 2 stoves, recently decorated and painted, size 60 ft. by 20, accommodating about 100 pupils; can be divided by wooden partitions into 3 rooms, each 20 ft. by 20 ft. Price for goodwill, schoolroom, school, and household furniture, £750 or £550 for goodwill and schoolroom. Furniture, &c., at valuation.

The vendor would be willing to accept £550 down.—No. 7,183.

BOYS' SCHOOLS.

Kent.—Successful School for Boys. Transfer or Partnership. Gross income about £1,800 a term. 70 Boarders, 16 Day Pupils. Large, well-lighted premises. Rent £80 only. Price £3,000 as a going concern. Half share can be had.—No. 8,049.

Kent (Seaside).—Dual Boarding and Day School. Established and conducted by vendor several years. Gross receipts about £2,500. Number of Boarders 38, paying about 45 guineas per annum, and 62 Day Pupils. Goodwill about £1,000, or by Capitation fee.—No. 8,053.

Essex.—Boys' Boarding and Day School. Established 100 years. Gross receipts £1,500. Net profits about £500. Number of Boarders 14, paying from £50 per annum to £112 per annum. The latter fees, we believe, are paid by foreign pupils. Number of Day Pupils 60, paying £3. 3s. per term. The vendor would be willing to accept one term's fees by way of goodwill, school furniture £25, and some household furniture £140.—No. 8,057.

Day and Boarding School.—Number of boys about 85. Gross receipts about £700. Price for goodwill, school furniture, and excellent stock of textbooks and stationery, £1,000. Special terms could be made as to payment.—No. 8,054.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—

GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 and 13 Henrietta Street, Covent Garden, London, W.C.2.

Schools transferred and valued. **No charge whatever** will be made to vendors of Schools or School Partnerships unless a sale is effected or agreed upon. **No commission charge** whatever made to Purchasers of Schools or School Partnerships.

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WEEKLY.



3D

WEEKLY.

A Specimen Copy of this well known paper will be sent for 4d.; also Special Bonus Subscription Form (value 2s. 4d.) and list of all the latest books on Philately.

A celebrated head master, the Rev. Herbert Armitage James, D.D., for fourteen years Head Master of Rugby School, is a firm believer in the educational value of stamp collecting. Likewise the great lexicographer, Sir James Murray, M.A., Editor of the "Oxford English Dictionary."

SOME ITEMS FROM OUR STOCK OF PHILATELIC LITERATURE.

The Stamps of Spain, H. Griebert ... £2. 1/-
 With fine Photo Plates.

Chats on Postage Stamps, by Fred. J. Melville; new edition ... 11/-

Indian Stamps Used abroad ... 7/6

AND
 Early Indian Postal Cancellations ... 5/6

Both published under the auspices of the Philatelic Society of India.

War Stamps: a Retrospect, by Douglas B. Armstrong ... 7d.

Rowland Hill: an Autobiography, by his Daughter ... 5/6

Best book on early Postal History.

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Stamps of Poland ... 4d.

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New Finland, by R. E. Burton ... 4d.

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The very latest and best on U.S.A. varieties. Copiously illustrated.

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Messrs. GRIFFITHS, POWELL & SMITH,

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LONDON."

Educational and School Transfer Agents,
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For many years at 84 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, W.C.2.

TO ASSISTANT MISTRESSES.

January (1921) Vacancies.

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January next** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

GENERAL.

Assistant Mistress to teach French (Middle and Junior Forms), also Junior English. Salary according to County Scale. Graduates £180 to £350. Non-Graduates £100 to £320. Public School. (Warwickshire.)—No. 503.

Assistant Mistress to take French throughout the School, subsidiary English. Salary £100 resident. (Somerset.)—No. 502.

Assistant Mistress for good English and Latin. Salary £120 resident. (Surrey.)—No. 501.

Senior Assistant Mistress for all usual subjects and Mathematics. Salary according to qualifications. (Worcester.)—No. 494.

Experienced Mistress, Graduate if possible. Mathematics, English, Latin, History, and some Divinity. Salary according to qualifications. (Lancs.)—No. 492.

Assistant Mistress to take French, subsidiary English. Salary £180 to £300. Public Secondary School, recognized by the Board of Education. (Hants.)—No. 491.

Assistant Mistress for general Form subjects and modern Geography. Salary £120 resident. (Yorks.)—No. 531.

Assistant Mistress for Latin, History, and Mathematics to Senior Oxford standard. Salary about £120 resident, or, for ordinary English subjects only, £80 resident. (Scotland.)—No. 530.

Assistant Mistress for general work in higher forms, good organizer, and able to take a post of responsibility. Graduate if possible. Salary according to qualifications. (Essex.)—No. 528.

Senior Mistress wanted to take the responsibility of the Girls' side of the School. English Language and Literature, French, History, and Scripture. Salary as near Burnham scale as possible. (Lancs.)—No. 527.

English Mistress able to prepare for Cambridge Examinations. Salary £80 resident. (Somerset.)—No. 524.

Experienced Head Mistress for School in Sussex. Salary £120 resident. Also **TWO Assistant Mistresses**. Salary £80 resident each. Subjects between the three—English Literature, History, Geography, Botany, Nature Study, Latin, Arithmetic.—No. 522.

Assistant Mistress, Latin to Matriculation, and Junior English subjects. Salary £80 resident. (Surrey.)—No. 520.

Assistant Mistress for English subjects and French. Salary £100 resident. (Lancs.)—No. 517.

Senior Form Mistress, with high qualifications and good experience. Salary from £100 resident. (Herts.)—No. 512.

Assistant Mistress for General Form subjects and Elementary Mathematics, Geography to Senior Cambridge standard. Salary £100 resident. (Somerset.)—No. 510.

Two Assistant Mistresses to take all subjects in two Forms of Junior and Senior Cambridge standard. Salary £100 resident each. (Lincs.)—No. 509.

Assistant Mistress for Elementary Mathematics and French to Junior Oxford standard. Salary £90 resident. (Scotland.)—No. 507.

Form Mistress for Mathematics and Latin to Junior and Middle Forms. Salary £170 non-resident. (Devon.)—No. 505.

Junior Form Mistress for English subjects. Salary about £90 resident, more if holding a degree. (Hants.)—No. 490.

Assistant Mistress, Graduate if possible, for Geography and English subjects to Senior Oxford and Matriculation standard. Recognized School for the registration of Teachers. Salary £100 resident. (Berks.)—No. 488.

Assistant Mistress for French, History, English, and Mathematics. Degree essential. Salary about £120 resident. (Kent.)—No. 479.

Assistant Mistress for Classics, or Mathematics, or Geography and some Science. Salary about £100 resident. (Lancs.)—No. 477.

Assistant Mistress for Latin, some English. Churchwoman essential. Salary £100 resident. (Sussex.)—No. 475.

Two Assistant Mistresses for 'Boys' Grammar School. Subjects between them: French, Latin, English, History, Geography. Salaries will probably be according to Burnham Report. (Midlands.)—No. 471.

Finishing Governess wanted for a girl of 16. Must be a lady and a Churchwoman. Salary £120 resident. (Yorks.)—No. 468.

Assistant Mistress for Mathematics and Latin to Matriculation standard. Salary £120 resident. (Kent.)—No. 435.

Senior Form Mistress. Degree or equivalent essential. Good English, French, and Latin. Salary £120 resident. (Cheshire.)—No. 425.

PHYSICAL CULTURE MISTRESSES.

Physical Culture Mistress for high-class School on South Coast. Gymnastics, Games, Remedial Exercises, &c. Salary, according to qualifications, up to £150 resident for a first-class teacher.—No. 526.

Physical Mistress, Drill, Games, Gymnastics, English. Salary £90 resident. £120 non-resident. (Midlands.)—No. 521.

Fully Trained Gymnastic and Games Mistress for Public Secondary School. Must hold Diploma of an approved Physical Training Institution. Salary £160 by £15 to £350. (Wales.)—No. 517A.

Gymnastic Mistress holding Certificate of a recognized Swedish College or Central Institution, Stockholm. Resident or non-resident. (London.)—No. 515.

Physical Mistress for Games, Dancing, Swedish Drill. One who has been trained at a recognized Physical Training College. Salary £100 resident. (Wales.)—No. 473.

Physical Mistress for Swedish Drill, Gymnastics, Dancing, Swimming, Games. Salary £75.—No. 472.

Physical Mistress for Gymnastics and Games. Salary from £80 resident. (Kent.)—No. 436.

SCIENCE AND MATHEMATICS MISTRESSES.

Four Lecturers wanted for large College for Women Students in South Africa. (1) Botany, (2) Physics, (3) Zoology, (4) Domestic Science. Must hold Degree and be able to train teachers. Salary £350 each with bonus of £15 per annum.—No. 533.

Assistant Mistress, qualified to teach Botany, elementary Physics, Chemistry, and Mathematics. Salary £120 resident. (Kent.)—No. 511.

Science Mistress wanted for large Private Boarding School. Salary £120 to £150 resident. (Lancs.)—No. 474.

Assistant Mistress for Mathematics. Must have good qualifications. Salary from £100 resident. (Sussex.)—No. 464.

Assistant Mistress for Mathematics and Science. Salary £100 resident. (Yorks.)—No. 464.

Assistant Mistress for Mathematics and Science (Botany, Elementary Chemistry, Algebra, and Geometry). Salary £100 resident. (Worcester.)—No. 430.

Science Mistress for Botany, Geography, Elementary Chemistry, and Physics. One holding Degree desired. Salary £100 resident. (Kent.)—No. 381.

MUSIC AND ART MISTRESSES.

Music Mistress, able to play well and read music easily. Salary £70 resident. (Lancs.)—No. 523.

Art Mistress for all kinds of Art and Needlework. Salary £100 resident. (Sussex.)—No. 535.

Music Mistress, with high qualifications, for large Boarding School near London. Good salary to suitable applicant. (Herts.)—No. 514.

Music Mistress for Piano and Singing. Salary £80 resident. (Sussex.)—No. 498.

Fully-qualified Music Mistress, able to prepare for all Examinations. Salary £75 resident. (Lancs.)—No. 438.

Music Mistress, L.R.A.M. or A.R.C.M. Piano, Class, and Solo Singing. Salary £100. (Wales.)—No. 399.

KINDERGARTEN.

Kindergarten Mistress, R.C. desired. Salary £80 resident. (Near London.)—No. 519.

Kindergarten Trained Mistress for Forms I and II. Salary £90 resident. (London.)—No. 480.

Kindergarten Mistress, with Higher N.F.U. Salary £80 resident. (Cheshire.)—No. 424.

Fully qualified Kindergarten Mistress. Salary £80 resident. (Hants.)—No. 418.

Several **Matrons and Matron House-keepers** required. Good salaries.

NO REGISTRATION FEE, AND THE COMMISSION CHARGE IS VERY MODERATE.

SCHOOLS TRANSFER DEPARTMENT.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 814 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Westrand, London."

Telephone: Gerrard 7021.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 812.

KINDERGARTEN MISTRESS
Required in January in large Private School near London. Higher N.F.U. Certificate and experience essential. Good salary non-resident. Address—No. 11,116.*

GIRLS' GRAMMAR SCHOOL, CLITHEROE.—Wanted, in January, a MISTRESS to teach French and English in the Middle School. Graduate. Apply, stating qualifications, to the HEAD MISTRESS.

REQUIRED, January, in Recognized School, two qualified and experienced MISTRESSES (resident), for (1) Dancing, Gymnastics, and Games; (2) French. Further particulars on application—Endsleigh House High School, Colchester.

WANTED, in January, MISTRESS for Geography and Mathematics. Address—The PRINCIPAL, Grosvenor House School, Wokingham, Berks.

REQUIRED, in January, for a Private School (Recognized), competent **KINDERGARTEN MISTRESS.** Experience essential. Games, £80 resident, increasing to £100. And **JUNIOR MISTRESS**—trained, experienced. English, Mathematics, elementary Geography. Nature Study, Games. Resident £80; increase, Address—No. 11,117.*

Posts Vacant—continued.

ASSOCIATION OF ASSISTANT MISTRESSES IN SECONDARY SCHOOLS.

AN ORGANIZING SECRETARY of wide educational experience is needed for part-time work for the above association. The applicant must be a good speaker and be prepared to attend meetings in various parts of the country. Salary not to exceed £200.

Apply, not later than December 3rd, to Miss SHOVE, 65 Belgrave Road, S.W.1.

SENIOR ENGLISH MISTRESS, in small School near Edinburgh. History, Mathematics, Latin. Salary £110 to £120; or, ordinary English subjects, salary £70 to £80. References in first letter. Address—No. 11,114.*

REQUIRED, in January, for Recognized School on South Coast, a MISTRESS to teach good Arithmetic, elementary Mathematics, and some English. Resident. Good salary. Address—No. 11,118.*

MERCHANT TAYLORS' SCHOOL FOR GIRLS, GREAT CROSBY.—Required, in January 1921, a MISTRESS to take French and German. Salary according to qualifications. Apply—The HEAD MISTRESS.

WANTED, in January, in a large Private School, a MISTRESS to teach Mathematics and Botany (Senior Cambridge standard). Salary £90 to £100 resident. Apply—Miss TAYLOR, Moreton House, Dunstable, Beds.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

The Journal of Education and School World

BOUND VOLUME FOR 1920 ready on December 20.

The Price of this Volume is 12/-. Binding Cases, 4/6.

Certain of the previous volumes can still be obtained: 1919 and 1918, price 12/- each 1917 and earlier dates, price 10/6 each.

A list of those in print will be furnished on application to the Publisher.

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"Besides being a useful record of the educational events of the year, it forms a valuable miscellany of essays and general articles interesting to teachers."

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"Continues to occupy the premier position. It has unrivalled facilities for learning what is being transacted behind the scenes, and its columns are open to every shade of opinion."

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JANUARY VACANCIES FOR UNIVERSITY WOMEN.

For Candidates with Degree or equivalent qualifications.

English, History, and General Form Mistresses.

HISTORY MISTRESS as Head of Department for important high-class Public School for Girls in South-west Counties. First rate qualifications and experience required. Non-resident, good salary. A 83,825

LECTURER in French and English for Elementary Training College in South-west Counties. University woman and Churchwoman required. Resident from £160, rising £10 yearly. C 85,867

ASSISTANT MISTRESS for French and English for large Dual Secondary School in North-west Counties. Non-resident from £200 according to experience and qualifications. C 85,865

ASSISTANT MISTRESS for high-class Private School in South-east Counties, to teach English Literature, with some Geography and Mathematics or French. Experience or training, or both essential, and preference given to a graduate. Resident £100 or more. A 86,163

SENIOR MISTRESS for high-class Private School for Girls in Western Counties, with good Latin and some English. Good experience essential, also Churchwoman with organizing ability. Resident from £150. A 86,132

ENGLISH MISTRESS for Public School for Girls in Calcutta. Graduate and Churchwoman essential. R.200 per month to trained graduate, or R.175 per month to untrained graduate. Passage paid. A 82,217

ASSISTANT MISTRESS for new Church School in Queensland, Australia. Subjects arranged. Graduate and Churchwoman essential. Resident £200. Outward passage on three years' agreement, and return passage at end of five years. A 85,730

ASSISTANT MISTRESS for Upper Forms for Public School for Girls in Shanghai, with special qualifications in Geography and experienced. Training and Degree essential, also good discipline. Non-resident, about £50 a month, with passage on three years' agreement. A 85,979

ASSISTANT MISTRESS for Public Girls' School in West Indies, to teach English and Latin to Matriculation Standard. Honours Degree and some experience essential. Non-resident £270 with quarters. Passage paid on three years' agreement. A 85,192

ASSISTANT MISTRESS for Nonconformist Boarding School in South Africa, to teach Latin and English. Some experience essential. Resident up to £175 according to qualifications, with second-class passage on three years' agreement. A 84,967

HISTORY LECTURER for Elementary Training College in Eastern Counties. Non-resident, good salary. A 86,583

HISTORY MISTRESS required for high-class Private School in Home Counties. Degree in History and good experience essential, Scripture subsidiary. Resident, about £120. A 86,807

ENGLISH MISTRESS for high-class Private Secondary School in Northern Counties. English to Matriculation standard, charge of a Form. Resident, from £160 to £180. A 86,621

ASSISTANT ENGLISH MISTRESS for high-class Private School for Girls in Western Counties. English in all its branches, with subsidiary Geography. Good experience needed. Degree not essential. Resident, £120 to £140. A 86,170

SENIOR MISTRESS for high-class Private School in Home Counties. Good organizer essential. History, some Geography, Drill. Degree not essential. Resident, about £150. A 85,948

Classical Mistresses.

CLASSICAL MISTRESS, for Church of England Boarding and Day School in South Africa. Churchwoman essential. Resident £120 to £130 and outward passage. C 82,207

CLASSICAL MISTRESS, for first-class Public Boarding School for Girls in South-west Counties. Non-resident, good salary. C 85,896

CLASSICAL MISTRESS for good Church of England Day School for Girls near London. History or English a recommendation. Experience and Churchwoman essential. Non-resident, good salary. C 85,821

CLASSICAL MISTRESS for high-class School in Western Counties, to act as Senior Mistress and to teach chiefly Latin with some English. Resident, from £120 per annum. C 86,132

Modern Language Mistresses.

SECOND FRENCH MISTRESS for good Public Girls' Day and Boarding School in Home Counties, with fluent French, and able to teach on direct method. Preference given to London Honours graduate. Non-resident from £180. C 85,913

FRENCH MISTRESS for Municipal Secondary School for Girls in Northern Counties. Degree essential. Non-resident according to scale from £170 to £330. C 86,106

FRENCH SPECIALIST for Secondary School for Girls in Midlands, with a knowledge of Phonetics, and able to take advanced work. Experience and residence abroad essential. Honours degree a recommendation. Non-resident according to scale with bonus. C 86,204

FRENCH MISTRESS for County High School for Girls near London, to organize throughout the School, and take subsidiary English. Good experience and qualifications looked for. Non-resident according to scale. C 83,765

FRENCH MISTRESS for Girls' County Secondary School in South-western Counties, with a knowledge of Phonetics, and able to teach on the direct method. Duties include charge of a Form. Latin a recommendation. Training or experience essential with good accent. Non-resident according to Burnham scale when published. C 84,262

SENIOR FRENCH MISTRESS for Mixed Secondary School on the South Coast. Non-resident, up to £264. C 86,435

FRENCH MISTRESS for Advanced Course work for Mixed Secondary School in Midlands. Honours degree looked for. Burnham scale. Non-resident. C 80,532

FRENCH MISTRESS for High School in South Wales. Needlework a recommendation. Non-resident from £200, rising £340. C 86,658

FRENCH MISTRESS for Advanced Course work for Boys' Public School in the Midlands. First-class qualifications. Non-resident from £280. C 85,851

MODERN LANGUAGE MISTRESS for French and German for Girls, good Public Secondary School in North-west Counties. Non-resident, Burnham scale. C 86,659

Mathematics, Science, and Geography Mistresses.

MATHEMATICS MISTRESS for County High School for Girls in Midlands. Preference given to Oxford, Cambridge, or London candidate. Non-resident, according to scale £180 by £10 to £280, thence by £15 to £350. C 86,031

MATHEMATICS MISTRESS for first-class Church Boarding School in Home Counties. Botany a recommendation. Lady with good qualifications looked for. Resident, good salary. C 86,069

MATHEMATICS MISTRESS for first-rate Preparatory School for Girls in Scotland. Interest in Games and Girl Guides a recommendation. Non-resident £250, rising £300. C 86,227

MATHEMATICS MISTRESS for important Public Boarding and Day School for Girls near London. Applied Mathematics or some Science a recommendation. Preference given to Cambridge candidate. Resident £140. C 85,272

MATHEMATICS MISTRESS for Municipal Secondary School for Girls in Northern Counties. Graduate essential. Non-resident from £170 to £330. C 86,107

MATHEMATICS MISTRESS for first-class Private Boarding School for Girls in London, with degree and some experience. Resident about £120. C 83,768

ONE or TWO MISTRESSES for good Church of England Private Boarding and Day School for Girls in New Zealand, to teach Geography on modern lines, Science, and Mathematics. Salary offered, each £150 to £200 resident, with outward passage. C 84,837-8

ASSISTANT MISTRESS for well-known important co-educational School in Southern Counties, to teach Biology to Scholarship standard. Resident, £200 to £250. C/D 85,815

SCIENCE MISTRESS for large Public Secondary School for Girls in Northern Counties, to teach Chemistry and Physics. Mathematics or Botany a recommendation. Degree or equivalent essential. Resident from £160, or non-resident from £210. C 86,226

SCIENCE LECTURER for Elementary Training College in North-eastern Counties. Resident £150 to £250. C 85,953

HEAD SCIENCE MISTRESS for important high-class Public Boarding School for Girls in South-western Counties, to teach Physics and Chemistry, and organize the Science throughout the School. New laboratory recently built. Good qualifications and experience essential. Non-resident, good salary. C 83,818

LECTURER in Botany or Zoology or Physics, or any two of these subjects, for University College in South Africa. University qualifications required. Non-resident £350, rising after two years by £25. C/D 85,780-1

SCIENCE MISTRESS for first-class Private Boarding School for Girls on South Coast, to teach Chemistry, Physics, Botany, and Geography with elementary Mathematics. Resident, good salary. C 85,973

GEOGRAPHY MISTRESS for first-class Private Boarding School for Girls in Western Counties. Elementary Science also required, and Games or English a recommendation. Resident £120 to £150, with pension. A 85,678

GEOGRAPHY SPECIALIST for large Church of England Boarding and Day School for Girls in Home Counties. Some other subject required, Mathematics if possible. Duties include charge of a Form. Preference given to a candidate with London or Oxford Diploma. Resident according to scale. A 85,903

MATHEMATICAL MISTRESS, with Elementary Science, for important Girls' High School in the North. Non-resident, £170 to £300. C 86,614

MATHEMATICAL MISTRESS for Girls' High School in the South-west, to take work to Higher Leaving Certificate Standard. Honours degree and experience looked for. Non-resident from £180 to £350. C 86,511

MATHEMATICAL MISTRESS (probably temporary till Easter or July) for County Girls' High School in the South, to take work to Senior Oxford Standard and charge of Form. Non-resident, Burnham scale. C 86,872

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English, History, and General Form Mistresses.

HEAD ENGLISH MISTRESS for high-class Preparatory School for Girls up to 15 near London. Good organizing ability and fondness for children essential qualifications. Resident £80 to £90. A 86,089

MIDDLE SCHOOL MISTRESS for high-class Private School in Northern Counties, to teach general subjects. Junior Latin and Arithmetic recommendation. Resident £80 to £120. A 81,295

ENGLISH MISTRESS for important Public School for Girls in West London, to take English subjects with Foreign Students, and, if possible, Elementary Mathematics and Geography to Matriculation standard. Churchwoman essential. Resident £100 to £120. A 85,926

SECOND FORM MISTRESS for good-class Private Day and Boarding School in Midlands, to teach English, Nature Study, Arithmetic and Geography in Form IV. Handwork a recommendation. Training or good experience essential. Resident £80. J 86,128

JUNIOR MISTRESS for Public Secondary School in Midlands, to take Needlework and Junior Form subjects. Non-resident, according to scale. J 84,036

JUNIOR ENGLISH MISTRESS for High School in South America, to teach children from 6 to 8 years. Drawing and Painting recommendation. School experience necessary. Resident £100 to £120 and passage on three years' agreement. J 86,035

JUNIOR FORM MISTRESS for high-class Preparatory School on South-east Coast, for Lower Form of Boys about 9 years, with some French and Piano. Experience with Boys essential. Resident about £80. J 85,273

ASSISTANT MISTRESS for large high-class Private Day and Boarding School in London, to teach English subjects, Geography, and Botany. Resident £100. A 86,088

HEAD MISTRESS required for large Private School in Home Counties. State subjects. Ability to help with Games a recommendation. Resident £120, rising by £10 to £200. A 87,007

GOVERNNESS for Boys' Preparatory School in Northern Counties, to teach English subjects to smaller boys, and, if possible, Latin and French. Churchwoman and experience essential. Resident £120 to £135, rising £150. J 86,817

GOVERNNESS for high-class Boys' Preparatory School in Home Counties, to ground beginners well, especially in Grammar, History, and Geography. Also teach Piano. Resident £90 to £100. J 86,968

ASSISTANT MISTRESS for high-class Preparatory Boys' School in Northern Counties, to take lowest forms and help with Music. Resident. Good salary. J 86,761

JUNIOR FORM MISTRESS for good Private School in North-west Counties, holding Froebel Certificate or Training Diploma. Resident £70 to £100. J 86,246

LOWER SCHOOL MISTRESS for important Public High School for Girls, under G.P.D.S.T., in Home Counties, to teach Singing, Needlework, Geometry, and help with Games. Non-resident, good salary. J 86,732

MISTRESS to help Head Mistress of the Junior School in large Public Wesleyan School for Girls in North Wales. Work arranged to meet good candidate. Preference given to Wesleyan. Resident abt. £100, or £140 if necessary. J 86,903

Modern Language Mistresses.

ASSISTANT FRENCH MISTRESS for Church of England Public School for Girls near London, also to take Needlework and elementary English. Training a recommendation. Churchwoman. Resident £80 to £90. C 86,140

FRENCH MISTRESS for large Private Day School for Girls in London. German or Spanish also required. Resident £80 to £100. No supervision. C 85,985

FRENCH MISTRESS for good-class Private Boarding for Girls on North-west Coast. English Grammar and Composition a recommendation. Resident £110. C 86,051

FRENCH MISTRESS for good-class Private Boarding and Day School for Girls in Home Counties to teach French throughout the School to Senior Oxford and Matriculation with some English or Latin. Residence abroad essential. Resident £75 to £90. C 86,183

ASSISTANT MISTRESS for Secondary Church Boarding School for Girls in India to take French and elementary Botany. Churchwoman. Resident £130 to £150 with outward passage on three years' agreement. C 85,974

ASSISTANT MISTRESS for Mixed Secondary School in Midlands to take French and Class Singing in Middle and Lower School with some English. Drill an advantage. Non-resident according to scale. C 86,293

ASSISTANT MISTRESS for high-class Preparatory School for Boys in the North-west Counties, to take French and English with junior pupils and, if possible, Drawing and Wolf Cub work. Resident about £70. J 85,943

ASSISTANT MISTRESS for high-class Private Boarding School in Midlands, to teach French and some English. Resident £70 to £85 per annum. C 84,252

Mathematics, Science, and Geography Mistresses.

MATHEMATICAL MISTRESS for high-class Private School for Girls on South Coast. Resident, good salary. C 85,119

MATHEMATICAL MISTRESS for large good-class Private Day School with some boarders in South of England. Resident £60 to £100. C 85,557

ASSISTANT MISTRESS for small high-class Private School for Girls on South-west Coast to teach Mathematics to about Senior Local standard with some other subjects, which can be arranged. Lady with some qualification and some experience looked for. Resident £90 to £100 or possibly more. C 82,202

NATURE STUDY MISTRESS for large Public Secondary Boarding School for Girls in South Wales. Gardening or Games a recommendation. Experience essential. Good salary, resident or non-resident. C 86,267

ASSISTANT MISTRESS for County School for Girls near London to take Arithmetic, elementary Mathematics and Science in the Lower and Middle School. Non-resident according to scale. C 85,324

VICE-PRINCIPAL for large Private School for Girls in North-eastern Counties, with Mathematics if possible. The post includes entire responsibility of boarders. Resident £80 and 5 per cent. of profits. A 86,010

BOTANY MISTRESS for Church of England College on the South-east Coast. Work to Matriculation standard, with, if possible, Geography and elementary Science. Resident from £100. C 86,366

ASSISTANT MISTRESS for Mathematics and Botany for small good-class Private School in the North. Resident from £90. C 86,988

ASSISTANT MISTRESS for Mathematics, Botany, and elementary Science for large high-class Private School on the South Coast. Resident from £100 to £120 per annum, or more. C 86,054

ASSISTANT MISTRESS for Mathematics and Botany for high-class Private School on South Coast. Resident £85 to £100. C 86,611

ASSISTANT MISTRESS for important Girls' Grammar School in the North, to act as Junior Form Mistress and teach elementary Science with either Geography or Mathematics. Non-resident, good salary. C 84,868

Froebel Trained Mistresses.

KINDERGARTEN MISTRESS for good-class Private School for Girls in South-west Counties, to teach usual subjects. Resident £75. J 86,233

KINDERGARTEN MISTRESS for important Public Boarding School in Northern Counties, to take lowest form of children, average 8 years, in usual subjects, including Handicrafts, Drawing, Games. Ability to help with Girl Guides a recommendation. Froebel training with discipline essential. Resident, good salary. J 86,108

ASSISTANT MISTRESS for Lower Forms for Public School for Girls in Shanghai. H.N.F.U. and experience with discipline essential. Outward passage: 3 years' agreement. Non-resident, commencing about £47 per month. J 85,977

ASSISTANT MISTRESS for large Private Day School in North London, to take charge of Kindergarten and Transition. Some special subject required, preferably Botany. H.N.F.U. and experience. Non-resident about £200. J 85,941

ASSISTANT KINDERGARTEN MISTRESS for important High School for Girls in North-east Counties. Non-resident according to scale. J 85,939

KINDERGARTEN MISTRESS for important High School belonging to G.P.D.S.T. in Northern Counties. Higher N.F.U. Certificate essential. Non-resident £170 to £360 per annum, if qualified by the Teachers Registration Council. J 86,618

KINDERGARTEN or LOWER FORM MISTRESS for high-class Private School which has just been placed on the list of efficient Secondary Schools in South-west Counties. Needlework or Elocution an advantage though not essential. Resident £80 to £100. J 83,704

MISTRESS for important Girls' Grammar School in Northern Counties, to work in the Preparatory Forms. Non-resident. Salary according to scale. J 86,442

MISTRESS for Junior School in Public Secondary School for Girls in Midlands. General subjects required: children 8 to 11 years and to help in organization of department. Non-resident. Salary according to Burnham Report. J 86,861

KINDERGARTEN MISTRESS in Private School in London, able to train students and teach Nature Study, Drawing, Needlework, and Class Singing. Higher N.F.U. essential, with experience. Resident £80 to £90. J 82,212

JUNIOR MISTRESS for high-class Private School in South-east Counties. Some knowledge of Kindergarten desirable and the gift of sympathetic treatment with little ones. Resident. Good salary. J 86,336

FROEBEL MISTRESS for Home School for Children of Good Social Position, in Southern Counties. Froebel Certificate essential. Resident £65 to £85. J 86,987

KINDERGARTEN MISTRESS for good-class Private School in Home Counties, to teach Drawing to junior Cambridge standard. Ability to offer Needlework, junior Dancing, and Drill a recommendation but not essential. No supervision out of school hours and week-ends entirely free. Resident £70 to £75. J 84,582

TRANSITION MISTRESS for high-class Private School in North-west Counties. Good Handwork and Higher N.F.U. Certificate essential. Resident about £70 commencing. J 85,885

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Art Mistresses.

- ART MISTRESS** for high-class Private Recognized School in the West of England, worked on Public School lines. Art throughout school and Handicrafts. Experience. Resident or non-resident at good salary. B 82,624
- ART MISTRESS** for Public High School in South Africa. Good Art qualifications and teaching experience. Non-resident £290 commencing, increasing to £370, or might be resident. Passage paid. B 81,946
- ART MISTRESS** for good-class Private Home School in the Midlands. Some Junior English or some Music required. Resident £60 to £70. B 85,936
- ART MISTRESS** for Private School in the North. Drawing, Painting, and elementary English. Botany a recommendation. Resident £70 to £80 if Botany. B 86,973
- ART MISTRESS** for large Secondary School in the North. Good qualifications and experience. Non-resident according to scale. B 86,910
- ART MISTRESS** for mixed Secondary School in the North. Non-resident according to scale. B 86,827
- ART MISTRESS** for Private School on the West Coast. Ablett's Drawing, Water Colour Painting, Needlework, and a little very elementary English. Resident £60 to £75. B 86,481

Music Mistresses.

- SENIOR MUSIC MISTRESS** for large Private School in the West. Good Violin essential, and ability to manage and conduct small good orchestra. Resident £90. B 85,750
- MUSIC MISTRESS** for good-class Boys' Preparatory School in the Home Counties. Pianoforte on Curwen Method, and some general subjects to boys 7 to 9 years. Certificates or special training of some kind, and experience essential. Resident probably at good salary. B 86,117
- LECTURER IN MUSIC** in Training College in London. Some subsidiary subject required, preferably English. Church of England essential. Resident £170 to £190. B 85,869
- ELOCUTION MISTRESS** for Secondary School in London. Some Pianoforte required. Resident from £80 upwards. B 82,721
- MUSIC MISTRESS** for important Public High School in the North. Good Class Singing and Theory. Instrumental Music, History, or French a recommendation. Full training and experience. Non-resident £180 to £200, plus capitation fees. B 86,622
- JUNIOR MUSIC MISTRESS** for good-class Private School close to London. Pianoforte, Sight Singing. Experience. No supervision, and week-ends free. Resident £75 to £80. B 87,012
- SECOND MUSIC MISTRESS** for good-class Private Boarding School on the South Coast. Violin essential, and either Pianoforte or Singing. Resident about £70. B 86,871
- MUSIC MISTRESS** for high-class Private Recognized School in the West worked on Public School lines. Good Pianoforte and experience. Ear Training a recommendation. Resident £120 initial. B 84,677
- MUSIC MISTRESS** for Boys' Preparatory School in the North. Pianoforte, Singing, and a little Junior English. Recognized qualifications and experience essential. Resident £120. B 86,911

SINGING MISTRESS for large Public Secondary School on South Coast. Singing throughout the school, and to act as Junior Form Mistress. Singing qualifications essential, and experience or junior school training. Non-resident according to scale. B 86,683

MUSIC MISTRESS for large Private Secondary School in South Africa. Advanced Pianoforte, Harmony, Counterpoint. High qualifications essential. Resident £120, plus good extra fees. B 86,995

MUSIC MISTRESS for high-class Private Boarding School on South Coast. L.R.A.M. or equivalent, and good school experience. Resident up to £100. B 86,950

ADDITIONAL MUSIC MISTRESS for Public School on South Coast. Advanced Pianoforte. Some Solo Singing. L.R.A.M. desirable. Resident £70 to £90 upwards. B 86,763

MUSIC MISTRESS for Public Boarding and Day School on South Coast. Violin chief subject. Junior Pianoforte as subsidiary subject. Conduct school orchestra. Resident from £90 upwards. B 86,764

MUSIC MISTRESS for Public High School in the North. Good Pianoforte essential. Class Singing a recommendation. Non-resident £180 to £200. B 80,805

ASSISTANT MUSIC MISTRESS for large Public Boys' School in the Eastern Counties. Pianoforte, chiefly elementary, and Junior Class Singing. Competent Pianist and some teaching experience desirable. Non-resident £250. B 86,972

TWO ASSISTANT MUSIC MISTRESSES for large high-class Private Boarding School on South Coast. Good Pianoforte, Theory, Harmony, Class Singing. L.R.A.M. or equivalent. Experience or good training. Resident £80 or £90, or non-resident £150. B 86,772

JUNIOR MUSIC MISTRESS for Public Secondary Boarding and Day School on the South-east Coast. Pianoforte essential. L.R.A.M. desirable. Resident £80. B 86,970

MUSIC MISTRESS for large Public Secondary School in the West. Pianoforte, with some Solo Singing. Resident £80 to £85 initial. B 86,869

ASSISTANT MUSIC MISTRESS for large good-class Private Recognized Boarding School on South Coast. Pianoforte essential. Solo Singing a recommendation. Resident about £80. B 86,789

MUSIC MISTRESS for large Public Boarding School in the West. Pianoforte and Theory. L.R.A.M. or A.R.C.M. Church of England essential. Experience desirable. Resident from £75 upwards. B 86,838

MUSIC MISTRESS for high-class Boys' Preparatory School on South Coast. Good Pianoforte essential. Organ for chapel services a recommendation. Resident, probably at good salary. B 86,946

MUSIC MISTRESS for large Public School in Canada. Singing, on Italian method essential. Resident \$600 and passage. B 86,874

MUSIC MISTRESS for large Recognized Public School in the North. Good Violin essential and good elementary English. Churchwoman essential. Resident £90 to £100. B 86,723

Gymnastics Mistresses.

GYMNASTICS MISTRESS for important Public High School in Home Counties. Remedial Exercises, Games, and Dancing. Dartford, Bedford, or Chelsea Training and Diploma. Non-resident from £170 upwards. B 86,269

GYMNASTICS AND GAMES MISTRESS for good-class Private Boarding and Day School in Home Counties near London. Some help in Elementary work according to qualifications. Resident £80-£120, if Dancing. B 85,794

GYMNASTICS MISTRESS for Public High School in the Midlands. Dartford, Bedford, Chelsea, Anstey, or Dunfermline Training. Non-resident from £190 upwards. B 85,342

GYMNASTICS MISTRESS (one of two) for high-class Public School in Home Counties near London. Games and Dancing as chief subjects. Recognized Training essential. Non-resident from £180 upwards. B 85,905

GYMNASTICS MISTRESS for large high-class Private Recognized School on South Coast. Good Dancing, Games, Drill, and Girl Guide Work. Resident £100 initial, increasing to £120. B 86,065

DRILL AND GAMES MISTRESS for Public High School in South Africa. Osterberg Training essential. Resident £170 increasing. Passage paid. B 79,611

GYMNASTICS AND GAMES MISTRESS for large Public Boarding and Day School in Australia. Protestant. Resident up to £150 and passage. B 86,591

GYMNASTICS AND SWIMMING MISTRESS for important Public High School close to London. Dartford or Bedford Training preferred. Non-resident according to scale. B 86,724

DRILL, DANCING, AND GAMES MISTRESS for large Public High School in London. Chelsea or Dartford Training essential. Non-resident according to scale. B 86,909

TWO GYMNASTICS MISTRESSES for Day Continuation School of Factory in the North. One as Organizer, and one as Assistant, or two Assistants. Swedish Gymnastics, Games, and Dancing. Non-resident at good salaries. B 85,275

GYMNASTICS MISTRESS for high-class Private Boarding School on South Coast. Remedial work, and coach Games. Dartford or Bedford or Chelsea or Anstey Training, or training in Sweden. Resident about £150. B 86,760

GYMNASTICS AND GAMES MISTRESS for Dual Secondary School on South Coast. Non-resident up to £216 or possibly more. B 86,948

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS for University in South Africa. To start new Department. First-rate qualifications and experience essential. Non-resident £350, minus £50 for residence. B 86,758

DRESSMAKING MISTRESS for Domestic Science School in the South. Good qualifications essential. Cookery a recommendation. Resident £75 or more, increasing. B 85,796

DOMESTIC SCIENCE MISTRESS for Factory School in the North. Housewifery as special subject. Experience essential. Non-resident £180 to £250. B 87,052

DOMESTIC SCIENCE MISTRESS for Secondary Dual School on South Coast. Cookery and Needlework. Non-resident up to £216 or possibly more. B 86,444

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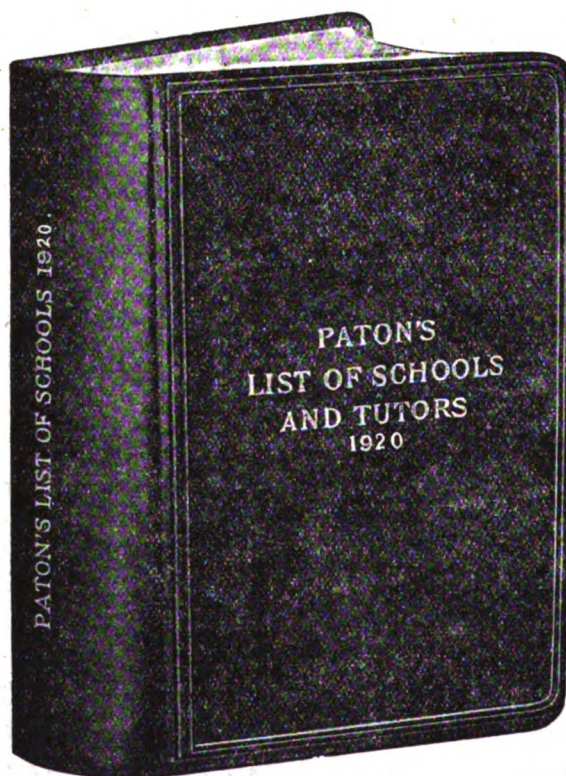
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- (1) *British Fairy and Folk Tales.* Edited by W. J. GLOVER. (6s. Black.) (2) *Wonder Tales from Many Lands.* Written and Illustrated by K. PYLE. (6s. net. Harrap.) (3) *The King of Ireland's Son.* By P. COLUM. (7s. 6d. net. Harrap.) (4) *Forge of Foxenby.* By R. A. H. GOODYEAR. (5s. net. Blackie.) (5) *The School they Handed on.* By S. B. OWSLEY. (4s. 6d. net. S.P.C.K.) (6) *A Popular School-girl.* By A. BRAZIL. (6s. net. Blackie.) (7) *British and Colonial Postage Stamps.* By D. B. ARMSTRONG. (7s. 6d. net. Methuen.) (8) *School and Fireside Crafts.* By

A. MACBETH and M. SPENCE. (8s. Methuen.) (9) *Sermons by a Lay Head Master*. Preached at Gresham School, 1900-1918. By G. W. S. HOWSON. (6s. net. Longmans.)

In reviewing modern fairy tales, or the retelling of old favourites, the experienced reviewer finds himself faced with an extremely difficult task: for, whilst he can never get away from those impressions that made his own childhood radiant, that steeped him in an atmosphere of lovely legend and story, told with exquisite perfection, and the glamour of which still remains to haunt him, he does not wish to be unjust or hypercritical to modern endeavour. The late "Mark Rutherford" once said to the writer of these words: "The Rev. Dr. N — finds it 'curious' that women have not written any of the immortal fairy tales. If he went deeper he would see that they had woven them into the souls of their sons." We afterwards wrote down Mr. Hale White's words as nearly faithfully as possible, and the significance of them comes to us in a consideration of the batch of fairy tales written or retold or compiled by contemporary hands. For, one wonders, is it possible for the modern ever again to recreate or recapture that spirit of naiveness, of un-selfconsciousness, of faith in its wider sense, that pervade and permeate the older ones?

There is something conscious and laboured in the best of the modern books, and one begins to question whether the publishers would not do better to republish the classics—for we must not be unmindful of the exigencies of the publishing trade—in their own original versions, untouched and undesecrated by the improving hand of the adapter. Last month we sought in vain for several of Mrs. Ewing's stories; likewise for a handsome, finely illustrated version of "The King of the Golden River," and in neither case were successful. The same criticism applies to numbers of others of the immortal stories, which we find modern children neither possess nor, to their infinite loss, know.

"British Fairy and Folk Tales" (1), edited by Mr. W. J. Glover, is, on the whole, a good collection, and if it have the fault alluded to above—an example being, "Before him the rich landscape was warm with trees"—this is rather due to the "literary" needs of the hour than, we think, to anything consciously "precious" on the part of the compiler; and several of the Irish and Welsh stories will be acceptably new to English children. The coloured illustrations, by Mr. Charles Folkard, are very charming, but does not the modern child demand something a little less tame?

"Wonder Tales from Many Lands" (2), written and illustrated by Katharine Pyle, are prettily told, and furnished with the decorative detail so popular to-day (one wonders how far the child reader appreciates them), but she rarely succeeds in that most difficult of tasks—that of keeping the peculiar atmosphere that should characterize the national legend or story. In this respect we give Padraic Colum our warm congratulations. His volume, "The King of Ireland's Son" (3), with its enchanting tales of "Gilly of the Goatskin," "The Story of Morag," and others, are told with that simplicity, poetry, and, if one may say so, *air* of reality which is just right for fascinating a child, and his (and not less her) joy will be increased by the interesting illustrations of Mr. Willy Pogany, especially those characteristic of Irish thought and feeling, such as "She saw the corpse sitting up stiffly." The dialogue is at once admirably realistic and poetical, and in the process of Padraic Colum's telling we rejoice that the native humour—a quality sadly lacking in the modern fairy tale—is preserved in all its richness. The interchange of compliments between Flann and Mogue is delightful:

"Mogue," said Flann, "what are you doing in the Town of the Red Castle?"

"I'm here to sell a few things," said Mogue; "this little horse," said he, "and a few things I have in my pack."

"And where are your friends?" asked Flann.

"My band, do you mean?" said Mogue. "Sure, they all left me when you proved the better robber. What are you doing here?"

"The King of Ireland's Son" must have a place on the same shelf as the "Arabian Nights" and other of the child's immortals.

From fairy tales to school stories is a natural transition, and here again the track is somewhat well worn, and it is not easy to strike out anything new. We think, without being hypercritical, that there might be an undercurrent of something more idealistic in both the girls' and boys' stories without the interest of the story being in the least diminished. Nor need any timid writer, with the example of every great artist before him, trouble about the "art for art" absurdities of some of our would-be aesthetic critics. Early youth is the period for sowing the seed, and, without actually laying down moral principles in didactic fashion, many great truths may be conveyed. What nobler morality has ever been taught than that brought home by Scott in "The Talisman," in the sharing of the meal between Saladin and the Knight of the Leopard? And in which one of Scott's stories is not such high virtue taught in his own dramatic and picturesque fashion?

"Forge of Foxenby" (4) is not specially original, but perhaps for that very reason schoolboys, who are very conservative, will like it the better, and Mr. Goodyear has the proper number of football matches and fights and the rest of it in which the properly constituted schoolboy delights. It is well illustrated by M. R. Whitwell.

The girls are duly provided for by Miss Sibyl Owsley in her story "The School they Handed On" (5), and makes lively reading, but we could wish that the teacher had reproved the young lady, who states that she is a "rotter." And is it necessary there should be quite so close an imitation and admiration of boy nature in the matter of slang?

Miss Angela Brazil has a wide circle of readers, and no doubt her latest story, "A Popular Schoolgirl" (6), will meet with the usual favour, and increase her popularity.

Boys who collect stamps, and collectors generally, will be grateful to Mr. Douglas B. Armstrong for his excellently arranged "British and Colonial Postage Stamps" (7). In addition to the historical account, which others besides philatelists will find interesting, there are a bibliography and a chapter on Values.

Schools of Arts and Crafts especially, and students and teachers, will find "School and Fireside Crafts" (8), by Ann Macbeth and May Spence, both practically useful and most suggestive. On almost every page it has diagrams and illustrations elucidating and completing the instruction on simple pottery, basket-making, weaving, &c.

Old Boys of Gresham School, and many others, will be glad to see, under the title of "Sermons by a Lay Head Master" (9), the sermons preached at the school by the late head master, Mr. G. W. Howson. They are thoughtful and spiritual, and there is a fine and broad spirit of generosity in what is really a plea for internationalism in the chapter called "After the War." F. L.

SOME RECENT MUSICAL PUBLICATIONS.

- (1) *The Teaching of Music*. By R. T. WHITE. (4s. net. Constable.)
- (2) *Short History of Music*. By ETHEL HOME. (5s. Weekes.)
- (3) *Elementary Harmony*. In three books. By Dr. KITSON. (3s. 6d. net each. Clarendon Press.)
- (4) *The Child's Training in Rhythm*. By SYLVIA CURREY. (2s. net. J. Williams.)
- (5) *Time made Easy for Beginners*. By J. A. JOHNSTONE. (2s. net. J. Williams.)
- (6) *Rhythmic Games*. By CLARA BUTES. (Book I, Second Edition, 4s. 6d. net. Evans.)
- (7) *First and Second Chap-book of Rounds*. By ELEANOR FARJEON. Music by HARRY FARJEON. (1s. each. Dent.)

The problem of music teaching in class is one that has strong claims on the attention of educationists who admit music to their curriculum. The class teacher requires qualities of a different character from those usually possessed by the average music teacher. What those qualities are, and how the problem can be successfully approached, are admirably set forth in Dr. White's little handbook (1). This book is wholly concerned with the work of the class teacher, and the author, as the result of many years' experience in conducting such classes, has much practical advice to give. Reviewing first the whole problem of musical instruction in schools, he proceeds to outline a scheme for music in the Kindergarten, continuing through the lower and upper forms to the advanced class, where he would call in the assistance of a good gramophone or the player-piano to introduce the finest examples of vocal and instrumental music.

Miss Ethel Holmes's book (2) will make an equally strong appeal, not only to the music teacher, but to the music student at large. With its many anecdotes and stories, this history helps to bring one into direct touch with the personalities of the great masters, and so arouses a lively interest in their work.

We may well be grateful that the success of Dr. Kitson's "Evolution of Harmony" has induced him to cater for students in the elementary stage (3). Dr. Kitson considers the essentials for any profitable study are (a) ear-training, (b) constructive work, (c) constant use of the unessential, and there will not be found many to disagree with him.

Dealing with one aspect of musical education, and that the most important in the early years of tuition—the teaching of rhythm—we have two little books, (4) and (5), under consideration. Miss Currey presents her case in a manner that will appeal to the experienced teacher, while Mr. Johnstone, as the title implies, deals with the elementary facts of pulse and time.

With the triple purpose of meeting the requirements of physical development, affording opportunities of rhythmical training, and familiarizing children with the music of some of the great composers, Miss Clara Butes has issued a very useful book (6) of "Rhythmic Games." Brahms, Mendelssohn, Rossini, and Rubinstein are the composers drawn upon, and, in addition to full instructions as to steps and movements, an excellent series of photographs are helpful in showing the possibilities of various groupings.

Coming now to the vocal section, we notice Miss Farjeon's volume (7). The employment of square notes instead of round, and the numerous illustrations after the manner of the old woodcuts, give a singularly attractive appearance to these little books, while the rounds themselves, both words and music, have a pleasant flavour of old time.

The excellent series of Singing Class Music, edited for Mr. Edward Arnold by Thomas F. Dunhill, and the publications of the Yearbook Press, are all of such a high standard that it makes the task of selection difficult. Where all are good—and there is nothing in either catalogue unworthy—we have space only to mention a few. In the Unison Songs of Mr. Edward Arnold's series we have a sprightly setting by Dr. Brewer of Charles Kingsley's words, "Sing Heigh-Ho." "If I were a Sunbeam" and "Early Spring," by W. G. Alcock, are full of variety and charm.

George Dyson contributes two new settings of well known words, "When Icicles hang by the Wall" and "A Wet Sheet and a Flowing Sea," and the editor (Mr. Thomas Dunhill) has a delightfully fresh setting of "It was a Lover and his Lass" and the effective, if rather more difficult, "A Night-Welcome." In the two-part songs, mention must be made first of "The Bells of Shandon," by E. T. Sweeting, with bell-like accompaniment, and "Orpheus with his Lute," set as a Canon at the Fifth, by Charles Wood. Dr. Wood, who is prolific in this type of composition, contributes also a setting of some seventeenth century words by Thomas Nabbes, entitled "The Milkmaid." The greater possibilities of the three-part song are happily exploited in no less than three new numbers from the pen of Edgar L. Bainton, "The Sea," "O where do Fairies hide their Heads?" "The Gold of the King's Highway," and last, but not least, "The Starlings" and "Lilies," by Charles Wood, who has four two-part songs to his credit with the Yearbook Press, the first three, "Together," "No Surrender," and "Courage," to be sung without accompaniment—indeed none is provided—but the composer has added the third stave for those who prefer to give some slight support to the voices.

Brief mention only can now be made of some of the many new instrumental compositions. Messrs. J. Williams & Co. have added to their "Berners Edition" two interesting volumes of "Old English Masters." Book 2 of "Spare Moments," by York Bowen, now appears in the same edition, these of course for piano-forte. The same publishers issue a number of new works for children, by well known composers—such as Swinstead, "Six Pieces for Children" (2s. 6d. net); Colin Taylor, "Marionettes" and "Waltz in G" (1s. 6d. and 2s.); Martin Shaw, "Brer Rabbit" (2s. 6d. net); and Arthur Somervell's two books of "Holiday Pictures" (2s. 6d. each).

CLASSICS.

A Critical History of Greek Philosophy. By W. T. STACE.
(7s. 6d. net. Macmillan.)

Although intended for the general reader rather than for the classical student, this book is a thoroughly scholarly piece of work which we highly recommend. It traces the gradual development of philosophic truth from the earliest speculations of the Ionians through the three great masters, Socrates, Plato, and Aristotle, right down to the transition to Neo-Platonism. Mr. Stace rightly calls it a *critical* history, because he is not content merely to record, but examines and interprets the different doctrines of successive philosophers in the light both of their own day and of their historical antecedents. We cannot in the short space at our command do justice to the book, but the calibre of Mr. Stace's mind may fairly be judged from an illuminating remark such as that on page 12: "It is often said that philosophy is a very difficult and abstruse subject. Its difficulty lies almost wholly in the struggle to think non-sensuously." In treating of the Pre-Socratics, he is especially happy in his interpretation of Pythagoreanism, and when he comes to Plato he goes deeply into his subject, indulging, for example, in a careful examination of the "Theaetetus" for Plato's doctrine of knowledge; and yet the book is very readable, because he has succeeded in bringing the personality of the different philosophers vividly before us. This is particularly true of Socrates, whom he makes live by means of graphic quotations from Plato's dialogues. But it is not wise to say that "Whenever we find myths in Plato's dialogues, we may suspect that we have arrived at one of the weak points of the system" (page 171).

The Agamemnon of Aeschylus. Translated into English Rhyming Verse, with Explanatory Notes, by Prof. G. MURRAY.
(2s. net. Allen & Unwin.)

There is no need to recommend this translation to those who are familiar with Prof. Murray's verse renderings of Euripides. There will always be two opinions about the use of rhymed couplets in

which to turn iambics, but there can be no gainsaying the fact that Prof. Murray has done the English reader an inestimable boon in giving him so much of the spirit of the ancient tragedians. Of the present translation, it is enough to say—and it is high praise—that it represents Aeschylus as successfully as the author's previous work represented Euripides, and perhaps no other English scholar could have conveyed so much of the peculiar sublimity of a play which is itself unique in the history of Greek tragedy. As Prof. Murray himself says: "The language of Aeschylus is an extraordinary thing, the syntax stiff and simple, the vocabulary obscure, unexpected, and steeped in splendour. Its peculiarities cannot be disregarded, or the translation will be false in character. Yet not Milton himself could produce in English the same great music . . ." (page 7). Whatever scholars may think of the achievement, they will recognize that it is the effort of one who has appreciated the immensity of his task. There is a short preface containing an appreciation of the play, in the course of which Prof. Murray throws rather a new light upon the character of Clytemnestra.

The Silver Age of Latin Literature from Tiberius to Trajan.

By Prof. W. C. SUMMERS. (10s. 6d. net. Methuen.)

We have no hesitation in saying that this book will take its place as the standard work on the subject. It gives a detailed account of the extant works of all the Silver Age writers—even dealing with scientific and technical prose—and all that can be gleaned from other sources about those whose writings are lost. Prof. Summers is a discerning critic. For example, he says of Statius and Silius Italicus: "They may offer lip service to Virgil, these poets, but they sacrifice at the altars of Ovid" (page 29). Of Seneca, the tragedian: "As literature, the plays are contemptible, substituting for action and emotion declamation and hysteria" (page 58). And of Martial's epigrams: "Many a type, indeed, and many a trait that we might else have been tempted to think peculiarly modern have they handed down to us" (page 104). Similar illuminating criticisms abound throughout the book, and Prof. Summers is to be congratulated upon the remarkable width and sanity of his judgment. But does he not show a lack of appreciation of the humour of Juvenal when he supports the contention that he (Juvenal) "has not much more sense of humour than Persius" (page 82) by quoting the famous anticlimax of "Troica non scripsit," by which the satirist condones the matricide of Orestes as contrasted with that of Nero? Though a scholarly, rather than a popular, work, it is written in an interesting and fascinating manner, which is a pleasant relief to the usual "dry-as-dust" manual. A special feature is the tracing of the influence of the different authors upon both medieval and modern writers.

"Virgilian Studies."—*The Growth of the Aeneid.*

By M. M. CRUMP. (6s. net. Blackwell.)

This study in the stages of composition of the Aeneid, though, as Miss Crump herself admits, largely conjectural, is well thought out and supported by much internal and external evidence. Lovers of Virgil will not necessarily find it a fascinating book, but that is the fault of the subject rather than of Miss Crump. On the whole, it is rather jejune, but the treatment of the more strictly literary points is distinctly good, as, for example, the contention that the incomplete lines were not intentional, and that the later books, though of a lower poetic level, show a great advance in technical construction. Book III is taken to be the first to be written, and three stages of composition for the whole poem are distinguished.

EDUCATION.

The Life of Ronald Poulton. By his Father, E. B. POULTON.
(16s. net. Sidgwick & Jackson.)

Aristotle's conception of the relation of life to soul is perfectly illustrated in the physical and mental development of Ronald Poulton, one of the glorious band of heroes who gave their lives to the nation during the late war. We have in this living and loving document by Prof. Poulton a record of the growth of his son into physical manhood and a unique position in the Rugby football world; and we trace in addition the continuation of the process by which "Ronnie's" soul developed in intelligence and character. In International football Poulton stood for all that is best in British sport, and, by exercising intelligence and character on the practical problems of thought and life in many directions, he created impressions which will long be cherished with affection by all who knew him. How we regard life, and what we get out of it, depend upon ourselves; and Poulton's nature was too noble to get anything but the best. After what has been said about school life by some writers in recent years, it is refreshing to read of Poulton's years at the Oxford Preparatory School and at Rugby. Instead of a muddy stream, we have a sparkling river ever bearing the ships of boyhood and youth into new regions of happy and healthy activity. From Rugby Poulton

went to Balliol with an Exhibition in Natural Science, and while at Oxford he took an active interest in boys' clubs, as well as being a leader in university sports and a colour-sergeant in the O.T.C. After leaving the University he entered Huntley & Palmer's factory at Reading at the suggestion of his uncle, the Right Hon. G. W. Palmer, upon whose death in 1914 he became heir to a large fortune. He was killed while in charge of a working party near Ploegsteert on the night of May 4-5, 1915. So passed into silence one who strove ever towards the highest, yet the beacon-light of his life remains with us, and we are grateful to his father for making it manifest as a guide to clear courses in troublous seas.

The Education Department and After. By Sir G. W. KEKEWICH, K.C.B. (21s. net. Constable.)

To anyone who, having passed middle life, has been in fairly close touch with the working of our educational system during the past thirty years, we can confidently promise that Sir G. Kekewich's book will, at any rate, provide lively reading. The glimpses he gives into the officialdom of former days, with its love of what George Eliot somewhere calls "dear old tumbledown inefficiency," his warnings that the Augean stables of civil administration still need vigorous cleansing, and his caustic criticism of some of his official contemporaries (notably the "lethargic" Duke of Devonshire and the "mischievous" Sir John Gorst) are all vastly entertaining, though they provoke melancholy reflections on "what might have been" if power had been in the hands of the right people. As for Sir George himself, it is easy to describe him as a man with a grievance. It is easy also to say that anyhow the time was ripe for reform, and that a man of his temperament inevitably took what, after all, was the line of least resistance by coming to terms with the teachers. But facts are facts, and the facts are that during Sir George's tenure of high office the old vicious system of payment by mechanical results was gradually abolished, the old uniformly prescribed curriculum was swept away, the stupid classification of children by age was ended, some inspectors were appointed who were not ignorant of their job, difficulties between the Department and the teachers were made matters of free discussion, and last, but not least, the valuable office of special inquiries was established. Sir George's occasionally cynical reflections are apt to raise a doubt in one's mind as to whether the happiness and welfare of the children was an important by-product of his activities rather than their inspiring purpose. Still, he may safely invite his critics—and, we fear we must say, his enemies—to point to any period in which finer work was *actually accomplished* for the education of the country than the period of ten years that followed his appointment as secretary.

Needlecraft for Older Girls. By M. SWANSON. (7s. 6d. Longmans.)

Following on her "Educational Needlecraft" and her "Needlecraft in the School" the present book is Miss Swanson's contribution to continuation and other schools for adolescents. It is marked by all the admirable qualities of its predecessors, and has the merit of again striking out an entirely new and unexpected line of work. All the ordinary demands of needlework and ornament are attended to, but in addition there is a complete section on the doll and its attendant needlework. Francis Thompson tells us that first came man, then woman, then the child, and finally the doll, "and the crown of these is the doll." Few people understand just what this means, but Miss Swanson appears to have no doubt about it, and proceeds to make the inevitable application. She finds that adolescents respond easily and warmly to all that the doll suggests, and as one reads her pages one begins to see in a dim sort of way that there is more in all this than appears on the surface. The book has a very direct bearing upon the life impulses of the growing girls, and in Section IV there is worked out a curious connexion between needlework and that life urge that it is getting fashionable to call *hormé*. The book appears to be symbolical throughout, but in spite of the incipient mysticism Miss Swanson keeps well within range of practical possibilities. She is familiar with school conditions and school materials, and recommends nothing which she has not herself tested. The work is copiously illustrated, both in black and white and in colours, by Miss Margaret Pilkington, whose work deserves high praise. The book can be strongly recommended to teachers seeking practical guidance accompanied by uplifting stimulus.

Cambridge Essays on Adult Education. Edited by R. ST. J. PARRY. (12s. 6d. net. Cambridge University Press.)

This handsome volume, which matches the "Cambridge Essays on Education" in its general get-up, is meant to bring before the public some of the principal subjects dealt with in the Report of the Committee on Adult Education, and it is on that account most appropriately dedicated to the Master of Balliol. The editor's introduction is followed by Dr. Cranage's chapter on the purpose and meaning of adult education. Then comes an historical survey by

Mr. A. E. Dobbs, whose recent work on "Education and Social Movements" has attracted much attention. Mr. Mansbridge writes with his accustomed clarity and force on organization, and the Rev. J. H. B. Masterman on democracy and adult education. The relation of the adult education movement to organized labour is dealt with by Mr. A. Greenwood, and its relation to the needs of women by Mrs. Huws Davies. Miss A. Thompson contributes a chapter on university extension, and Mr. W. G. Constable on the tutorial class. Last, but by no means least, a most interesting record of a student's experience is given by Mr. A. Cobham. The whole book is timely and suggestive, and will, we hope, be read by many who do not like blue books, or who like to be put at the right point of view before venturing upon the exhaustive official report.

School Camps: their Value and Organisation. By R. G. HEWITT and L. ELLIS. (3s. 6d. net. Clarendon Press.)

This is a thoroughly practical guide to the aims and organization of school camps, and will be found useful wherever efforts are being made to carry into effect the provisions of Section 17 of the Education Act, 1918. The formation and equipment of a camp, the preparation of food, the daily routine, and a number of necessary details, are treated in a series of brief, businesslike chapters. The last chapter (unfortunately entitled "Camps for Special Schools") indicates the few variations desirable for schools of different types, and an appendix summarizes for reference what is mentioned in the text.

Five Years Old or Thereabouts. By M. DRUMMOND. (5s. net. E. Arnold.)

The writer of this book is already known as one of the translators of Mosso's work on Fatigue, and as the author of "The Dawn of Mind." The present work may be regarded as a sequel to "The Dawn of Mind," setting forth some of the results which the writer has obtained during the last three years. Her manifestly keen delight in little children is united with a thorough grasp of the scientific side of the problem of training them. Some readers will think that she accepts Dr. Montessori's views rather uncritically, but there is no doubt that these chapters will provide the right kind of stimulus for teachers and mothers who recognize that the maternal instinct by itself is not enough.

The Control of Parenthood. Edited by Dr. J. MARCHANT. (7s. 6d. net. Putnam.)

The subject of this book is as important as it is delicate, the root of the whole matter being that the sexual instinct is far stronger than is necessary for the perpetuation of the species. We are, as the Bishop of Birmingham observes in his foreword, living in days when all are confessing the responsibilities of parenthood, but we find it difficult to know our duty because of the apparent conflict between what is true biologically and economically and what appeals to us from the religious and moral point of view. All sides are here put by experts: the biological, by Prof. J. Arthur Thomson and Prof. L. Hill; the economic, by Mr. Harold Cox and Dean Inge; the social and religious, by Dr. Mary Scharlieb, Dr. F. B. Meyer, and Dr. A. E. Garvie; and the imperial and racial, by Sir Rider Haggard and Dr. Marie Stopes. That such a subject should be presented in popular form is a sign of the times, and we have no doubt as to the utility of the book.

(1) *A First Book of School Celebrations.* (2) *A Second Book of School Celebrations.* By Dr. F. H. HAYWARD. (5s. net each. King.)

There is at least one important claim that can safely be made for Dr. Hayward: as an educational thinker, he lives persistently on the breezy heights. People in the plains below may discuss salaries, administrative details, scholarships, examinations, and "mental tests" of mere intellectual alertness. Often in so doing they fail to see the wood for the trees; they miss the big question what sort of *men* our machinery tends to turn out; they lose sight of those ultimate ends which have ever been the prime concern of the great leaders in education. Not so, at any rate, Dr. Hayward. Whether his "Spiritual Foundations of Reconstruction," which we noticed last year, has attracted much general attention we do not know; if not, he may take comfort in the thought that it stands high in the estimation of many eminent persons, and that time is probably, therefore, on his side. These two books of "School Celebrations" are a sequel to the earlier volume, and furnish a number of concrete illustrations of its main positions. The underlying idea is that there should be a system of school celebrations, based on the existent celebrations of the Empire, of Shakespeare and of St. David, but greatly extending the ritual and liturgical principle involved. The two volumes before us include proposed celebrations of Chaucer and Spenser, of Alfred the Great and Sir Philip Sidney, of Democracy and the League of Nations, of eugenics and temperance, of Turner and Watts, and, more generally, of the artist, the martyr, and the musician. But Dr. Hayward is nothing if not bold, and so he introduces, by way

of further illustration, celebrations of such controversial themes as Poland and Ireland. Few teachers would use these examples in all their elaborateness, or would straightway make such extensive use of the celebrational idea as Dr. Hayward desiderates. But we hope that many will make, at any rate, simple and occasional experiments, with a view to testing its value in practice.

FRENCH.

Cassell's French-English English-French Dictionary. Edited by Dr. E. A. BAKER. (7s. 6d. net. Cassell.)

In the introduction to their "Manual of French Composition," Messrs. Ritchie and Moore write:—"There is no really adequate English-French Dictionary." And we have some doubts as to whether this refutation of a well known work will fill the vacancy. In pre-war days the old edition in spite of its faults was the most popular book of its kind, and we have no doubt that the present edition will follow in its footsteps when the price of paper allows it to be sold cheaper. One great improvement is the showing of pronunciation according to the alphabet of the International Phonetic Association; another is the grouping together of subsidiary words under main words, so as to save space. With a slightly wider page there is probably more matter in this volume of a thousand pages than in the old one of two hundred more.

But the first criticism we feel bound to make is that the languages are so unevenly divided; the French-English part has 582 pages, but the English-French only 438. Although the pages of the latter seem fuller, yet there must be many more French words included than English. But surely an English student always finds more difficulty in translating from English into French, and hence the proportion of English words should be greater, especially as it is the fuller language. Although the editor has included several war words, we fail to note *embusqué, marmite, bidoche, or pinard*; "mine-sweeper" and "layer," or "duck-board." Another desirable addition would have been a selection of abbreviations (e.g., "C. G. T.") of which French newspapers are so full. The editor prides himself justly on the number of idioms and phrases he has included; he might add *aussitôt pris, aussitôt pendu*, and Boileau's *ce ne sont que festons, ce ne sont qu'astragales*. His translation of *au petit bonheur* would hardly fit *c'est écrit au petit bonheur* or *vous répondez au petit bonheur*. Again, he claims to have got rid of a large quantity of "dictionary words" or words that are found nowhere else, but he translates *côpe* by "esculent boletus," the addition of "kind of mushroom" would help the unscientific reader. Several adjectives of towns and provinces are included, but not *malouin, herrichon, or arrageois*. Of actual errors few can be discovered after a casual inspection; but *avoir le cafard* is more "to have the hump" than "to be funky"; *demandeur la carte* is not "to ask for the bill," but for the "bill of fare"; *petit bourgeois* is rather "lower middle class"; "sweets" as part of a meal cannot be translated *sucreries*; and *purée de pommes de terre* should be "mashed potatoes," as it is translated in the English part. "Melted butter," "key industries," *caviardage, sous-produits, curetage*, "Silver streak" (for the English Channel) are words that we fail to find and for which we would willingly exchange many words like *quadricapsulaire*. But the charm of dictionary-making is that it has no end; so Dr. Baker has many a happy hour before him.

GEOGRAPHY.

"The Blue Guides."—*Belgium and the Western Front: British and American.* Edited by F. MUIRHEAD. (15s. net. Macmillan.)

Like the volumes already published in the series, this guide contains a wealth of information needed by travellers and tourists. The detailed information is, however, so well arranged that the ordinary reader will experience no difficulty in finding what he wants without delay. The special feature of this guide is the great attention paid to the Western Front of the British and American lines. In the introduction Major-General Sir Frederick Maurice writes an excellent account of the British campaigns in the West. Throughout the guide notes are given on the military operations which took place near the towns along the battle fronts. To those visiting the battlefields and the cities of Belgium this guide will be indispensable. Sketch maps of the important battles and plans of thirty towns add to the attractiveness and value of the book.

Geography by Discovery. By J. JONES. Teachers' Edition. (3s. 6d. net. Sidgwick.)

It is stated "that the principal object of this volume is to place in the hands of pupils some original sources of world geography, and thereby to interest, to instruct, and to train." With this purpose in view, the author has chosen about twelve well known travellers and explorers, such as Marco Polo, Columbus, Magellan, Cartier, and others; in the case of each he first gives a short bio-

graphical sketch of the explorer, and then quotes extracts from his writings. The extracts have been carefully selected, and they give a personal touch to the narrative. In the hands of a skilful teacher this method has many advantages, but its scope is somewhat restricted, owing to the limited time available in the ordinary geography lesson.

Open-air Geography and Topographical Modelling. By J. W. T. VINALL and G. L. SNAITH. (5s. net. Blackie.)

In Part I the subjects dealt with are common to all books of this type—viz., map making by means of the theodolite, plane table, clinometer, and prismatic compass; Ordnance maps and the symbols used on them. The most striking features of the book are contained in Parts II and III, the diagrams and illustrations of which are excellent. In Part II panorama sketching is described, and Part III shows how the plan and elevation can be combined to produce the required model. The section on the evolution of the trench is particularly well done. Teachers who have the time and opportunity for outdoor work should certainly see this book; they will be able to get from it many useful hints and much valuable help.

"Cambridge Geographical Readers."—V: *The British Empire.* (4s. 6d. Cambridge University Press.)

Most of the chapters in this book are geographical, and they contain interesting descriptions of the physical features, climate, and productions of the various parts of the British Empire. The lessons also include historical accounts of British rule in India, the story of South Africa, and the Empire's share in the Great War. With regard to imported wheat, the statements made in Chapter I should be revised, and other sources of supply should be given.

"Bell's Geographical Series."—*The Groundwork of Modern Geography.* By Dr. A. WILMORE. (6s. net.)

Now that geography is being studied in a scientific way in many schools, books written by experienced teachers who possess sound knowledge of the subject are to be welcomed. The volume under review belongs to this type of book, and it can, therefore, be recommended. Although the sub-title states that it is an introduction to the science of geography, the book is essentially suitable for senior classes and for pupils taking an advanced course in geography. The writer assumes that the reader has an elementary knowledge of geology, and he devotes the first half of the book to a study of the principles of structural geography. The chapters on land forms, plains, valleys, lakes and coast lines are excellent, although the diction is occasionally difficult. The second part deals (a) with the various types of climate, (b) with biological geography. Under the latter heading are several useful chapters on plant geography and the distribution of animals. The text is illustrated with many well drawn diagrams and with beautiful full-page photographs.

An Advanced Practical Physical Geography for Public and Secondary Schools. By Capt. F. MORROW and E. LAMBERT. (7s. 6d. net. Meiklejohn.)

This book provides an advanced course of study in physical geography under the headings Atmosphere, Hydrosphere, Lithosphere, Maps, and Map-reading. In all sections of the book detailed descriptions are given, and in many of them the authors have successfully shown the relation that exists between man and the chief phenomena of Nature. Practical work is supplied by numerous questions at the end of each chapter. A large number of figures appear in the text, some of which resemble rough black-board diagrams. In another edition, the diagram showing a section of the Weald (page 331) should be corrected, and the unscientific terms "muggy" weather and "back half" of a cyclone (page 164) should be omitted.

"The Oxford Geographies."—*The Elementary Geography.* Vol. VIII: *Britain Overseas.* By E. K. HOWARTH. Edited by O. J. R. HOWARTH. (3s. net. Clarendon Press.)

For junior classes this book provides a satisfactory course of lessons on the British Dominions beyond the seas. The text is clearly printed, the chapters are divided into suitable paragraphs, and there are some good illustrations.

"Reason Why Geography."—*The Empire Beyond the Seas.*

By T. W. F. PARKINSON. (3s. Collins.)

For junior classes in secondary schools this book can be thoroughly recommended. The British Empire is described in fifty short lessons, in which the essential features are dealt with in an effective way. The text is clearly printed, and there are some excellent pictures and maps.

Compassing the Vast Globe. Vol. II: *The Common World of Common Folk.* By E. G. R. TAYLOR. (2s. 3d. net. Constable.)

The writer of this book tells a tale in a skilful way. The chapters on an Old-fashioned English Village, In the Land of the

Blacks, the Wealth of the Seas, and others are particularly suitable for young children. It is doubtful whether the maps (Figs. 1 and 10) will be of much value to little people.

HISTORY.

A History of Everyday Things in England, 1066-1799. By M. and C. H. B. QUENNEL. (16s. 6d. net. Batsford.)

This charming and remarkable work, which originally appeared in two parts—the one medieval, the other modern—has now been published in a single attractive volume. It is a model of artistic production, with excellent paper, numerous beautiful illustrations, and stout yet craftmanly cover. When one takes into account the present excessive cost of printing, and the difficulty of obtaining either sound material or good work at any price, the book can only be regarded as a marvel of cheapness and high quality. It is the task of Mr. and Mrs. Quennell—the one an architect and artist, the other an historian and critic—to take one by one the seven centuries with which they deal, and to describe, with the aid of plans and drawings, the costumes of the period, the ships, the dwellings of the people, the furniture, the food, the sports, the modes of ornament, and so on. They have gathered, with great skill and from multitudinous sources, masses of information of the highest interest and value to all students of social life. In particular, Mr. Quennell's practical acquaintance with building has enabled him to throw new light on the problems faced and solved by early architects. We can hardly imagine a book which would form a more welcome Christmas gift to any who are interested in either history or humanity.

A Dictionary of Napoleon and his Times. By H. N. B. RICHARDSON. (30s. net. Cassell.)

This crown octavo volume of nearly five hundred pages is a work of reference of absorbing interest. Napoleon is the great outstanding figure of modern history, and the influence of his titanic will still powerfully moulds the destinies of mankind. The cult of Napoleon has had its countless devotees in France from the days of M. Thiers to our own. Even in England it has secured disciples, mainly (curious to relate) among Radical politicians like Sir Walter Runciman and Mr. Oscar Browning. The Napoleonic literature is vast; one bibliographer estimates it at 40,000 volumes. It is full of doubtful and controversial matter. To systematize our knowledge concerning the Napoleonic era, to harmonize conflicting evidence, to condense the essence of the matter into manageable space, to arrange it in alphabetical order for ready reference—this must have been a gigantic task. But this is the task which Mr. Richardson has accomplished, and has accomplished extraordinarily well. He has given us biographies, models of compression, of all the leading persons connected with Napoleon; accounts of all his campaigns and battles, accompanied by plans; estimates of all the leading authorities from which our information about Napoleon is derived. A chronological table and a select classified bibliography complete a work of reference indispensable to all students of the Revolutionary and Napoleonic era.

British History Chronologically Arranged. 55 B.C. to 1919. By A. HASSALL. (20s. net. Macmillan.)

This chronology of British history is framed on the same model as the well known chronology of European history which Mr. Hassall published twenty-three years ago. That is to say, it consists of parallel tables giving dated lists of important events which occurred in the countries selected for treatment. Mr. Hassall's earlier work very materially assisted the study of Continental history, which was, at the close of the nineteenth century, slowly making its way into schools and colleges. The present work will perform a similar useful service in respect of British history, the study of which is still in its infancy. British history is more than English history supplemented by occasional allusions to the histories of Wales, Scotland, and Ireland. It implies the treatment of the four strains in co-ordinated equality. These parallel tables—which also mention leading events in European history—will powerfully aid this desirable development of historical teaching in these islands.

Europe and the Faith. By HILAIRE BELLOC. (17s. 6d. net. Constable.)

This is a work of theology rather than history. Its affinities are with the survey of the world, "Contra Paganos," which Orosius wrote in the fifth century of the Christian era. Mr. Belloc, indeed, makes vaster claims even than Orosius, for he contends that none but a Catholic can comprehend European history at all. "The Church is Europe, and Europe is the Church," is his constantly iterated and reiterated theme. It is a generalization that does not bear critical examination, and the thesis which Mr. Belloc builds up on it is a mere house of cards. Nothing that Mr. Belloc writes is wholly uninteresting, for he has a genius for large views. He perceives and portrays the greatness and grandeur of the Roman

Empire, and thus provides an antidote to the extreme under-valuation of that polity which marks Mr. Wells's treatment of it in his "Outline of History." Mr. Belloc also sees the value of the contributions which the Middle Ages made to modern civilization, but he is blind to the defects of the period. When he comes to deal with the Reformation, his religious zeal deprives his historical sketch of all value. He deplores the anarchy of modern times, and sees in the return of Europe to the Faith the only hope of mankind.

Life in Ancient Britain. By N. AULT. (5s. Longmans.)

This competent handbook presents a survey of the social and economic development of England from the earliest times to the Roman Conquest. It summarizes archaeological and other evidence, hitherto scattered in monographs and in the reports of learned societies. The materials dealt with fall under the four main headings—Palæolithic, Neolithic, Bronze, and Iron. The general impression conveyed is one of steady and uninterrupted progress, both economic and social. There are fifty illustrations, all drawn from authentic prehistoric sources, twenty of which are here produced for the first time. Mr. Ault's little book is an able and careful piece of work, valuable to the teacher of history and interesting to the general reader.

"The Story of the English Towns."—(1) *Nottingham.* By E. L. GUILFORD. (2) *Birmingham.* By J. H. B. MASTERMAN. (4s. net each. S.P.C.K.)

These volumes are additions to the interesting series of municipal histories which the S.P.C.K. is issuing. The two towns here treated belong to the same region of England. The similarity of their names indicates that they had a common origin in the Anglo-Saxon period. But they had a very different subsequent history, and the contrast between the two is most instructive. Birmingham remained a village with manorial organization until the industrial revolution of modern times. Nottingham, on the other hand, became a borough and shire fortress during the period of the Danish invasions; it was a prominent member of the urban confederacy of the Danelaw; it rose to even greater eminence as a county town under Norman and Angevin kings; it played an important part in politics and civil war. These brief but admirable sketches of the two towns can be cordially commended to students of local history.

MATHEMATICS.

A History of the Conceptions of Limits and Fluxions in Great Britain from Newton to Woodhouse. By Prof. F. CAJORI. (8s. 6d. net. Open Court Co.)

Raking over the ashes of dead controversies is proverbially a profitless task, but, although this history is largely a record of controversy and agreement has been reached on the matters which were debated for so many years and at times with considerable heat, Prof. Cajori's monograph is by no means labour lost. It is well that we should have recalled to us the slow and painful steps by which human thought progresses. The object of the book is to set forth the stages through which British mathematicians, from the time of Newton to the beginning of the nineteenth century, passed in their endeavours to establish on a firm logical basis the differential and integral calculus. Prof. Cajori allows the various writers to speak as far as possible for themselves, the more important relevant passages in their works being quoted verbatim. The final chapter is a judicial review of the merits and defects of the eighteenth century British fluxional conception. The Newton-Leibniz controversy, although glanced at, falls outside the scope of the work. In every respect this is a valuable and well executed contribution to the history of exact thought.

"The New Teaching Series."—*Mathematics of Business and Commerce.* By O. H. COCKS and E. P. GLOVER. (4s. 6d. net. Hodder & Stoughton.)

A useful book for continuation schools. The earlier chapters contain a revision of the fundamental arithmetical processes, including contracted methods, while, towards the end, algebraic symbolism is introduced and used in connexion with the evaluation of mensuration formulae. The theory of logarithms and their employment in the calculation of interest is also explained. The chapters on the principal operations of business scarcely go beyond what is to be found in any ordinary arithmetic.

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MISCELLANEOUS.

The Making of Wellington College. Compiled by J. L. BEVIR. (7s. 6d. net. Edward Arnold.)

In his attractive introduction, Sir Ian Hamilton speaks of this as a booklet, which hardly does justice to the handsome volume. Most of the material is supplied by the notes of the late C. W. Penny, written after he had left school, where he had been Benson's right-hand man. The record is naturally the history of Benson himself, who takes rank as one of the great schoolmasters. The strong personality, the violent temper gradually coming under control as the years passed, the vehement dealings with governors, the delegation of authority to capable prefects—all is there as it should be. Benson was true to type. The school in itself has, of course, special qualities due to its foundation and situation, but Benson has obviously impressed himself upon it in a way that has brought him into the line of the great heads. No doubt the limitation to the first sixteen years of the existence of the college tends to a false perspective of the work of the present Head and his immediate predecessors, but their turn will come in due course. Meanwhile there is an artistic completeness in the sketch supplied, and outsiders will benefit by a treatment that only old Wellingtonians can fully appreciate. Thanks to Benson and his successors, the market towns of England will feel that the proposed bronze statues of the Duke of Wellington are well lost in view of the gain of such a college as Wellington.

Collected Prose of James Elroy Flecker. (7s. 6d. net. Bell.)

Our professional interest in this book is confined to the hundred pages in the middle devoted to "The Grecians: a Dialogue on Education." Its literary merits are great, and its value as a stimulus to discussion unquestionable. Socrates, Vittorino, and Milton are the educational sponsors of this brilliant dialogue. It would be hopeless to synopsise the argument. Its charm lies in its style and its provocative stimulus. If the reader can imagine a compound of H. G. Wells and D'Arcy Thompson, he will get some idea of the flavour of the book.

Cocoa and Chocolate: their History from Plantation to Consumer. By A. W. KNAPP. (12s. 6d. net. Chapman & Hall.)

The author of this attractive book is an expert in all matters relating to cocoa and chocolate. He gives first-hand information and treats the subject in a scientific manner. After an interesting account of the history of cocoa and chocolate, he proceeds to explain the method of cultivation of the cacao tree and the preparation of the beans as an article of commerce. The various processes of manufacture of chocolate and the machines used in the factories are carefully described. Tables are given to show the cacao production of the chief producing areas of the world, as well as the composition and food value of cocoa. The text is well arranged and very clearly printed; it is illustrated with more than a hundred pictures and diagrams, and at the end of the book there is a useful bibliography. The book is therefore particularly suitable for the general reader. As a work of reference in the school library it would provide much valuable information for lessons in commercial geography.

"Pitman's Common Commodities and Industries."—Gold: Its Place in the Economy of Mankind. By B. WHITE. (3s. net.)

This book is one of Pitman's well known series of textbooks on common commodities and industries. It deals with an exceedingly interesting subject in a clear and concise manner. The production of gold from the earliest times to the present day and the evolution of British coinage are described at some length. The chapters on the gold standard, the industrial use of gold, and the importance of gold during the period of the Great War deserve to be specially mentioned. Several useful statistical tables are given, showing the world production of gold year by year from 1887 to 1917 and the world's stock of gold currency in 1913.

SCIENCE.

Vertebrate Zoology. By Prof. H. H. NEWMAN. (16s. net. New York: The Macmillan Co.)

Many excellent guides to practical work in the comparative anatomy of animals are fortunately available for students, but there is always room for new books of moderate size, pointing out

the significance of the facts encountered in the laboratory and their relation to other aspects of zoology. For, while the facts remain the same, their interpretation grows ever clearer in the light of new knowledge. Prof. Newman's many-sided review of the vertebrates should be welcomed by all thoughtful students of zoology. Though the greater part of the book is naturally concerned with the morphology of the vertebrates as a whole, and of their constituent classes of animals—of which an admirably clear account is given—its special claim to distinction lies in a marked subordination of anatomical detail to the physiological and evolutionary considerations which are now recognized as the very essence of the science. Thus it gives more attention to the dramatic early history of the vertebrates, and the various theories of their origin, than is usual in books of this size, and is also generous in the matter of embryology and ecology. The author is an enthusiastic advocate of the "axial gradient" conception of Prof. Child, and applies it in an interesting manner to several problems of morphology. His interpretation of highly specialized types as the consequences of "differential inhibitions" is particularly suggestive. The book is a sound guide to the established facts of the subject, and full of thought-provoking ideas on what is still speculative. It is attractively got up, and contains 217 useful illustrations. As a college textbook it may be recommended with confidence.

Internal Combustion Engines. By Lt.-Com. W. L. LIND. (10s. net. Ginn.)

In this book an attempt has been made to provide a practical and up-to-date text on internal combustion engines, arranged so as to meet the requirements of the average student. Design problems have not been included, but a brief account of the theory of various cycles is given in Chapter III. The author is an officer in the United States Navy, and hence it is natural that American practice has been drawn upon largely for the matter in the book. Practically the whole of the contents is descriptive, and includes such subjects as the Otto and Diesel cycles in practice, carburetors, ignition, lubrication, regulation of speed, aircraft, marine and automobile engines. The book has many line drawings as well as pictures of engines and engine details, and these, coupled with the clear descriptions of the action, will make the contents of interest and value to those charged with the duty of handling internal combustion engines. At the end of the volume there is a useful "trouble chart," giving the names of the parts at fault, the trouble, how it affects the engine, and the remedy.

Space-time and Gravitation. By Prof. A. S. EDDINGTON. (16s. net. Cambridge University Press.)

Books of this type are particularly welcome at the present time, and no one is more competent than Prof. Eddington, who has for a long time been associated with Einstein's theory of relativity, to explain the theory. The vitality of the subject of physics has been so greatly exhibited on the experimental side during the last twenty-five years that most physicists have been fully occupied in keeping abreast with and helping to develop this experimental side, and the progress of mathematical physics has been relegated to a comparatively small number of workers. The solar eclipse expedition of last year led to startling evidence in favour of the relativity as against the Newtonian outlook, and it is one of the features of the present book that the author took part in one of the two observational expeditions and describes briefly the expedition and the results obtained. The book opens with a prologue consisting of a conversation between a physicist, a pure mathematician, and a relativist, in which the position of the last with respect to the other two is made clear. The starting point of the theory of relativity, consisting of the Michelson-Morley experiment with the explanation of the Fitzgerald contraction is then described. From this, the new idea of a four-dimensional world with time as the fourth dimension is developed. Purely mathematical points are given in a series of notes which are all too brief. The author delights in paradoxes, but explains that the paradox arises from the erroneous nature of the ordinary views regarding space. The theory is continued from the part which is well established into the later and more speculative matter, and it is shown how not only gravitation, matter, and energy, but also the electromagnetic field, is due to the form of the geometry of space-time. The book is likely to have the effect of turning the attention of many physicists in the direction of the theory of relativity.

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(Continued on page 834.)

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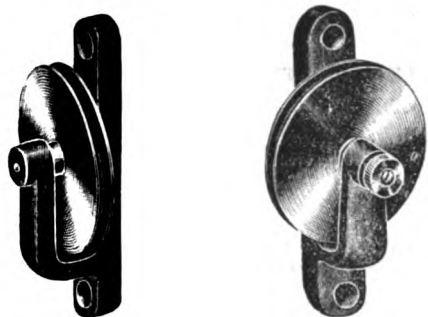
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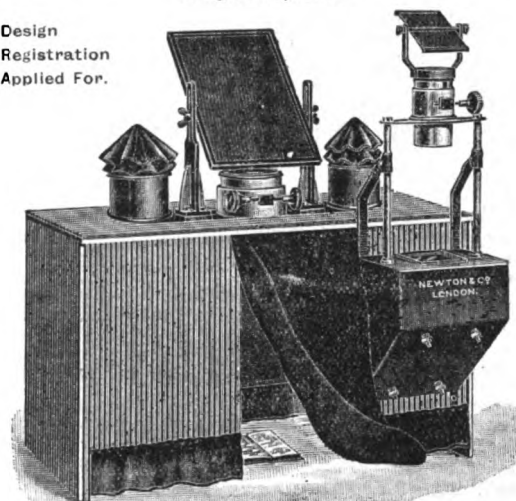
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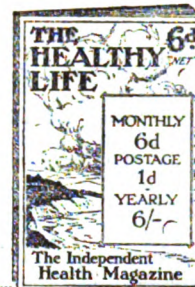
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